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ABSTRACT

During academic year 1988-89, a study was conducted at Lane Community College (LCC) to develop a profile of the students taking credit courses in the college's new Weekend College program, and to compare these students with other LCC students. A survey was administered in class, requesting information on students' reasons for taking classes at LCC and for taking classes on the weekend, scheduling preferences, previous college experience, sources of financial support, need for child care and other college services, and personal characteristics. Study findings, based on student records and survey responses from 279 of the 757 who attended weekend classes in fall 1988 or winter 1989, included the following: (1) of the students enrolled in Weekend College, 244 attended only weekend classes, 72 attended weekend and evening classes, 426 attended weekend and weekday classes, and 115 attended weekend, weekday, and evening classes; (2) students who took only weekend classes were more likely to be female and older than students who took classes on weekdays or evenings as well; and (3) in comparison to the college population as a whole, weekend-only students were more likely to be employed full-time, be attending college part-time, have children at home, and be attending to learn a new career or upgrade job skills. The survey instrument is included. (JMC)

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Weekend College
at
Lane Community College:

A Profile of Student Characteristics

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May 19, 1989

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Abstract

During the academic year 1988-89, the Office of Institutional Research, Planning and Evaluation at Lane Community College in Eugene, Oregon conducted a study of students attending the college's new Weekend College program. The study was designed to build a profile of characteristics for credit students taking weekend classes, to compare weekend students with weekday students, and to gather other data needed to make program and marketing decisions about Weekend College. A written survey was administered to weekend students and analyzed along with student records on the college's mainframe computer. The findings indicate that student characteristics vary with day and time attendance patterns in a very complex way. Results of this study suggest that the Weekend College is in a strong position to attract the non-traditional students that are an increasingly larger proportion of the higher education market.

WEEKEND COLLEGE AT LANE COMMUNITY COLLEGE: A PROFILE OF STUDENT CHARACTERISTICS

EXECUTIVE SUMMARY

This study was designed to build a profile of credit students taking weekend classes at LCC, to compare weekend students to weekday students, and to gather other data needed to make program and marketing decisions about Weekend College. During winter term 1989, a written survey was administered to weekend students and the results were analyzed using SPSS/PC+ microcomputer software. In addition, winter term student records stored on the college's mainframe computer were analyzed using SPSS-X.

The findings indicate that student characteristics vary with day/time attendance patterns in a very complex way. Students who take only weekend classes have very different general characteristics than weekend students who also take classes on weekdays or evenings. Evening-only and weekday-only students similarly vary in their general characteristics. Attached is a summary list of characteristics for students from three different categories of day/time attendance patterns.

United States Department of Education statistics indicate that the available pool of traditional college students, those in the 18- to 20-year-old range, will decline over the next few years. Results of this study suggest that the Weekend College is in a strong position to attract the non-traditional students that are an increasingly larger proportion of the higher education market. In addition, weekend classes are clearly attracting students who are not able to attend college otherwise. LCC has gained new students it would not have had without the Weekend College program.

The schedule of classes mailed to each home was a major source of information about Weekend College. In addition, a large number of students indicated that they learned about weekend classes from LCC instructors, department personnel or other students. Surprisingly, a large number of students surveyed indicated that their employers had first told them about Weekend College. Weekend students also overwhelmingly indicated that their employers encouraged their education. These findings suggest that LCC might further increase Weekend College enrollments by fostering connections with area employers.

WEEKEND COLLEGE AT LANE COMMUNITY COLLEGE: A PROFILE OF STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS BY DAY/TIME ATTENDANCE PATTERNS

Predominant Characteristics of Weekend-Only Students:

- higher percentage of women than the college average
- older than the college average
- more students intend full-time employment, or intend to work and take classes at the same time
- more students are employed full-time
- students tend to take a part-time course load (1 to 5 credits)
- more students take classes only, or aspire to a 2-year degree
- higher percentage of students are single parents or married with children at home
- most students have an income of $15,000 or more
- more students are intending to learn a new career or upgrade job skills, or are taking classes for self-improvement

Predominant Characteristics of Weekend Students Who Also Take Weekday or Evening Classes:

- higher percentage of women than the college average
- males tend to be younger than the college average
- females tend to be older than the college average
- more students are employed less than 40 hours per week
- more students intend to work and take classes at the same time
- students tend to take a full-time course load (12 or more credits)
- more students aspire to a graduate, 4-year or 2-year degree
- higher percentage of students are single with no children, or married with children
- more students have an income of less than $10,000

Predominant Characteristics of Evening-Only Students:

- higher percentage of men than the college average
- older than the college average
- more students intend full-time employment, or intend to work and take classes at the same time
- students tend to take a part-time course load (1 to 5 credits)
- students tend not to aspire to a degree

Weekend College at Lane Community College: A Profile of Student Characteristics

TABLE OF CONTENTS

	Page
Executive Summary	i
List of Tables and Figures	iv
The Problem	2
The Literature	3
The Method	4
Results of Computerized Student Records Analysis	7
Results of the Written Survey	21
Discussion	40
Suggestions for Further Research	43
Summary	44
Critique	45
References	47

Appendices:

- Appendix A . . . . . Survey Instrument
- Appendix B . . . . . SPSS-X Data Dictionary
- Appendix C . . . . . Application for Admission
- Appendix D . . . . . SPSS/PC+ Data Dictionary
- Appendix E . . . . . Tabulated Results of Written Survey
- Appendix F . . . . . Student Comments from Written Survey

Weekend College At Lane Community College: A Profile of Student Characteristics

LIST OF TABLES AND FIGURES

Tables:

		Page
1	Fall 1988 and Winter 1989 Students by Day/Time Categories	8
2	Gender by Day/Time Categories	10
3	Mean Ages by Gender and Day/Time Categories	12
4	Employment Plans by Day/Time Categories	15
5	Course Loads by Day/Time Categories	17
6	Education Plans by Day/Time Categories	19
7	Mean Completion Rates and Cumulative GPA by Day/Time Categories	22
8	Education Plans by Gender	25
9	Gender in Student Records Data and Survey Data	27
10	Mean Age in Student Records Data and Survey Data	27
11	Marital Status by Day/Time Categories	28
12	Day/Time Preference by Marital Status	29
13	Gender by Marital Status	31
14	Day/Time Preference by Employment Status	32
15	Employment Status by Day/Time Categories	33
16	Income by Day/Time Categories	34
17	Income by Day/Time Preference	35
18	Reasons for Taking Classes by Gender	37
19	Reasons for Taking Classes by Day/Time Categories	39
20	Age by Gender for All Weekend Student	42

Figures:

1	Attendance by Gender	11
2	Age and Gender	13
3	Course Loads	18
4	Degree Plans	20
5	Completion Rate and Gender	23
6	Cumulative GPA and Gender	24

Weekend College at Lane Community College: A Profile of Student Characteristics

THE PROBLEM

Across the country, an increasing number of community colleges, four-year colleges, and universities offer classes on weekends. Weekend programs are aimed at capturing the market of potential students who cannot take classes at traditional weekday times. In a time when the pool of so-called "traditional students", those 18 to 21 years old, is shrinking, post-secondary institutions are aggressively pursuing the "non-traditional" student to maintain or increase enrollment levels.

Fall term 1988, Lane Community College began a program of classes on Saturdays called the "Weekend College". The two major reasons for instituting the Weekend College were:

(1) to provide educational opportunities for people who cannot attend classes offered during the week; and

(2) to increase the college's enrollment at a time when new revenues are desperately needed.

Top-level administrators in the Office of Instruction perceived that success of the Weekend College could be a vital part of the effort for achieving financial stability at the college.

Weekend College was instituted at LCC assuming that students who would be attracted to the program would have certain characteristics. These assumed characteristics, briefly described, are as follows:

(1) Weekend students would be older students.

(2) Weekend students would be predominantly female.

(3) Weekend students would tend to be employed full-time.

(4) Weekend students would be married with children or they would be single parents.

(5) Weekend students would tend not to have a previous college degree.

(6) Weekend students would tend to be part-time students who do not take classes at other times during the week.

(7) Weekend students would tend to be more goal-oriented than weekday students. They likely would be pursuing a particular degree or certificate.

(8) Weekend students would tend to be more motivated and more likely to do well in their classes.

The LCC Weekend College Office is in the process of planning the future direction of the program. Decisions need to be made concerning major program offerings, specific class offerings and the number of sections to schedule. In addition, the Weekend College needs to have a "profile" of weekend students in order to target specific groups of people in the college's marketing efforts. The purpose of this study was to provide a profile of Weekend College students and to describe their educational goals and immediate intentions regarding Weekend College so that informed decisions concerning the future directions of the program may be made.

This research study is designed to answer the following questions:

(1) Do weekend students fit the basic set of demographic assumptions? (Assumptions #1 - 6)

(2) Are weekend students part-time students who are degree-oriented? (Assumption #7)

(3) Do weekend students do better on their classes than regular weekday students? (Assumption #8)

THE LITERATURE

Very few researchers have studied students in weekend college programs. Furthermore, findings on characteristics of weekend students have not been conclusive.

Thieman and Marsh-Williams (1984) studied students enrolled in weekend courses at an all-female liberal arts college in the upper midwest. The researchers designed their study to find predictors of student performance and they identified some biographical

factors for their sample population. Students had a mean age of 34.8, a mean of 2.8 children and had last attended school 8.3 years ago. These results are consistent with some of the assumptions made about LCC weekend students.

Stack and Paskal (1980) studied a weekend college program offered through a university in urban Detroit. They found typical students to be "working adult males in their 30's with families." Only 25% of the students they studied were female. The students were predominantly blue-collar workers with educational goals oriented toward vocational programs. There were some official connections between this particular weekend program and the auto industry in Detroit.

Redovich (1985) studied weekend college students at an urban midwest technical college. Students were predominantly female, employed, and had a median age of 31. Forty-seven percent were married. Only 13% were full-time students, and associate degree classes were in highest demand. The results from this study also coincide with many of the assumptions about LCC weekend students.

THE METHOD

Two different methods were used to gather the data. First, data from student records on LCC's computer data base were extracted and analyzed using SPSS-X on the college's mainframe computer. Second, a written survey was used to gather data directly from Weekend College students. In addition, some data from both sources were combined and analyzed.

Analysis of Computerized Student Records

Computerized student records were used to build a profile of Weekend College students, and to compare weekend students with students who attend classes on weekdays. This portion of the study examined Winter 1989 data, and also included summary data for Fall term students. The data examined include:

- o average age

- o gender
- o percentage of students who complete classes
- o course loads
- o student intentions as indicated on the LCC application

External validity for this portion of the study should be very good since data are included for the entire Weekend College population. Reliability should likewise be excellent.

Questionnaire

The questionnaire was designed to discover why students chose to attend classes on the weekend, and what their goals and intentions were in terms of future classes at LCC. In addition, some biographical information not available on computer records was collected. The questionnaire was administered by instructors on February 18, 1989, one week after the midpoint of Winter term so that students would be able to respond to questions concerning their intentions for Spring term.

The questionnaire consisted mainly of closed-response questions, though the respondents had the opportunity to specify an "other" category on many questions, and were encouraged to write open responses when appropriate. Questions were divided into three categories: (1) general information, (2) academic information, and (3) biographical information. General information questions were centered around marketing concerns. The respondent was asked to specify how she[1] learned about Weekend College, and what her primary sources of information were.

Academic information questions probed the student's academic background and academic goals. Questions asked included:

- o why the student was taking classes
- o why the student chose to take classes at LCC
- o why the student was taking classes on the weekend

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[1]Since Weekend College students are assumed to be female, the feminine pronoun will be used when referring to students in the singular.

- what day and time the student would prefer to take classes
- whether the student was taking a full-time or part-time load
- whether the student was pursuing a degree
- whether the student would take classes at LCC the following term
- whether the student had previous college experience, and if so, at what level.

Biographical information questions included identification and standard demographic data. Information collected included:

- date of birth
- gender
- marital status
- number of children under 16 years old
- employment information
- household income
- student identification number

In addition, the student was asked to give her name and phone number if she was willing to be contacted for a follow-up telephone interview. A copy of the complete questionnaire is contained in Appendix A.

The questionnaire has limitations, including some inherent to the method. First, though the questionnaire was distributed to instructors of every Saturday class on the main campus, not every student responded, nor did every respondent complete every question. Obviously, absent students, for example, did not respond. Thus generalizability of the results is affected to a small degree. Second, instructors administered the questionnaire, and therefore the environment, including time allowed, varied with instructor and class. In fact, instructors could decline to administer the survey and some did so. To some extent this affects the reliability of the results. Third, there is no way to ensure that each student understood every question. Fourth, students may have answered questions the way they thought they might be expected to answer. The latter

two problems affect internal validity, or the degree to which the survey instrument measures that which it was designed to measure. Fifth, the survey question dealing with the student's primary source of information on Weekend College included items for radio and television advertising. The college did not use media promotionals for winter weekend classes and therefore the low numbers for these categories are not indicative of the value of media advertising. Fall term weekend classes were advertised on radio and television, perhaps accounting for the few students who did select these items.

RESULTS OF COMPUTERIZED STUDENT RECORDS ANALYSIS

The foundation for the data analysis was a proposed comparison of weekend students to weekday students (see Appendix B for the data items extracted for analysis). A major problem was encountered immediately in attempting to categorize students as "weekend" or "weekday" students. A significant number of students took classes at both times. Students taking classes during the evening on week days further complicated the issue.[2] Evening students have long been considered "non-traditional" and thus including them with either weekday or weekend students raises some significant problems. I decided on a system that would classify students on the basis of the combination of weekday, evening and weekend classes they are taking. Table 1 shows the numbers and percentages of students during Fall and Winter Terms that make up each category.[3] Students in the "combination" categories represent a significant proportion of the total student population both terms.

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[2]A fourth category of class times, called "TBA" (To Be Announced) in the LCC Schedule of Classes, was not used in the analysis, although these classes were counted in a student's course load. TBA classes may be independent study, supervised field experience, TV courses, or other miscellaneous classes not regularly scheduled.

[3]For ease of identification, a simple coding system is used for the categories. "WE" refers to weekend, "EV" refers to evening, and "WD" refers to weekday. For example, a category marked "WE" contains students who are taking classes only on the weekend. The category marked "WD+EV" contains students taking classes on weekdays AND in the evenings. This shorthand will be used in the body of the paper also.

Table 1

FALL 1988 AND WINTER 1989 STUDENTS BY DAY/TIME CATEGORIES

TERM	DAY/TIME CATEGORIES															
	EV		WD		WE		WE+EV		WE+WD		WE+EV+WD		WD+EV		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FALL 88	899	11.7	5129	66.8	81	1.1	35	0.5	176	2.3	49	0.6	787	10.3	7674	100.0
WINTER 89	771	11.4	5016	66.0	163	2.5	37	0.7	250	3.2	66	0.9	665	9.2	7470	100.0

Source: LCC Student Data Base
Institutional Research
March 21, 1989

WE = taking classes on the weekend
WD = taking classes on weekdays
EV = taking classes on weekday evenings

The data were analyzed corresponding to the set of nine assumptions presented in the Problem section.

Gender

Table 2 shows the numbers and percentages of males and females in each day/time attendance category. As shown in the table, women constituted 71.2% of "weekend-only" students, an overwhelming majority. Other weekend combination categories also show a significant female majority. These data seem to substantiate the assumption that weekend students would be predominantly female.

On the other hand, men make up the majority of evening students, the other "non-traditional" category of students. Perhaps the smaller number of women in evening classes reflects a reluctance on the part of women to be away from home in the evenings because of safety concerns or child care problems. This finding needs further study. In any case, the Weekend College are serving more female students, while evening classes attract more males.

Because gender seems to be such a significant factor in differentiating between the categories of students, it will be used as an additional variable in the other analyses where appropriate.

Age

The original assumption that weekend students would be older than weekday students seems to be substantiated by the data. As shown in Table 3, weekend-only (WE), evening-only (EV), and WE+EV students tend to be older than all other categories of students. In this respect at least, these three categories of students are very similar.[4]

Figure 2 graphically shows the data from Table 3 for gender and age. It appears that males near the mean age for the college tend to select class combinations containing

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[4]As an aside, it is interesting to note that WD+EV students are younger than students in all other categories, including weekday only students. One possible explanation for this finding is that younger WD+EV students may be those that are anxious and able to take more classes and complete a degree more quickly. In fact, WD+EV students have the second highest mean class load, second only to WE+WD+EV students.

Table 2

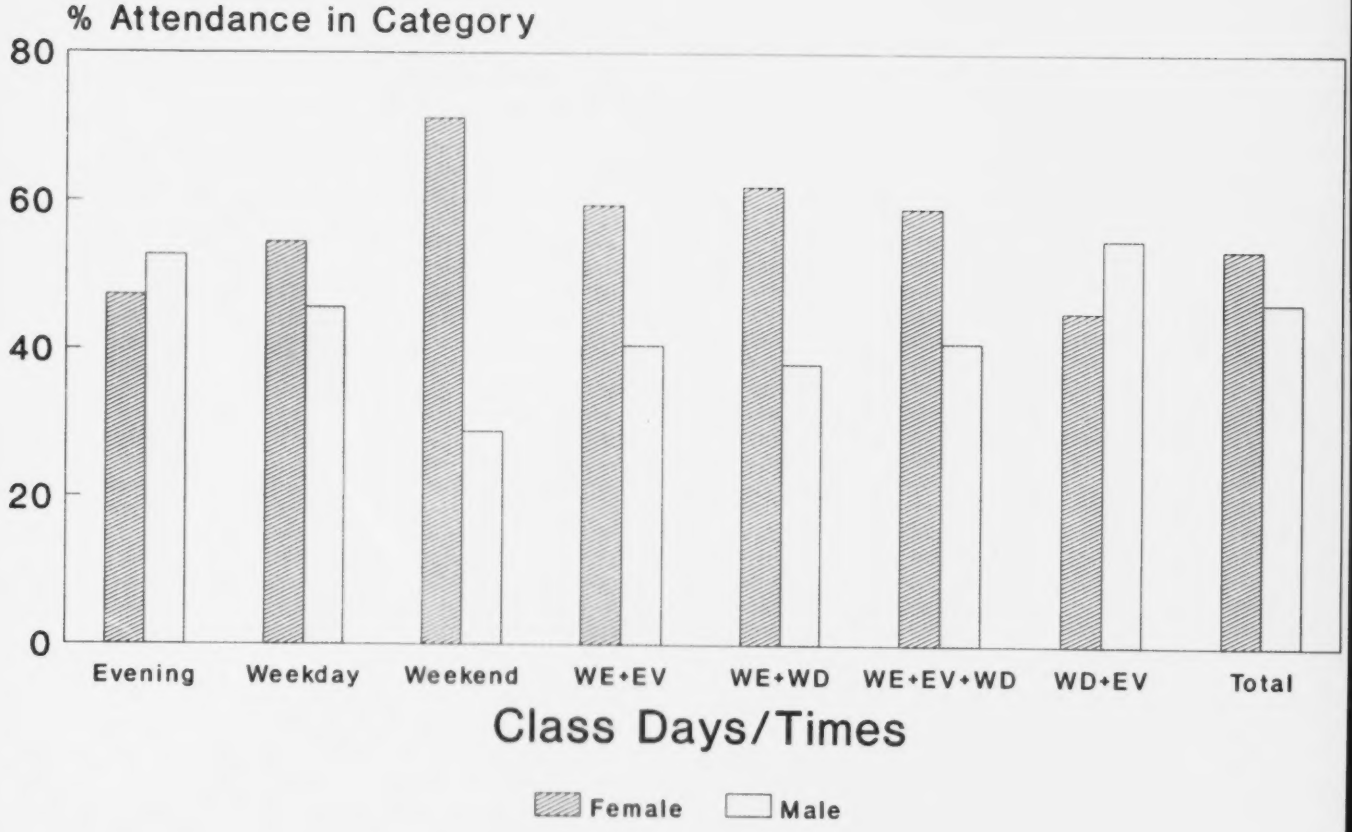
GENDER BY DAY/TIME CATEGORIES -- WINTER 1989

GENDER	DAY/TIME CATEGORIES															
	EV		WD		WE		WE+EV		WE+WD		WE+EV+WD		WD+EV		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FEMALE	365	47.3	2728	54.4	116	71.2	22	59.5	155	62.0	39	59.1	300	45.1	4001	53.6
MALE	406	52.7	2288	45.6	47	28.8	15	40.5	95	38.0	27	40.9	365	54.9	3469	46.4

Chi-square value = 61.65, significant at the .0001 level

Source: LCC Student Data Base
Institutional Research
March 21, 1989

Figure 1
Attendance by Gender: Winter 1989



Institutional Research
March 21, 1989
Source: LCC Student Data Base

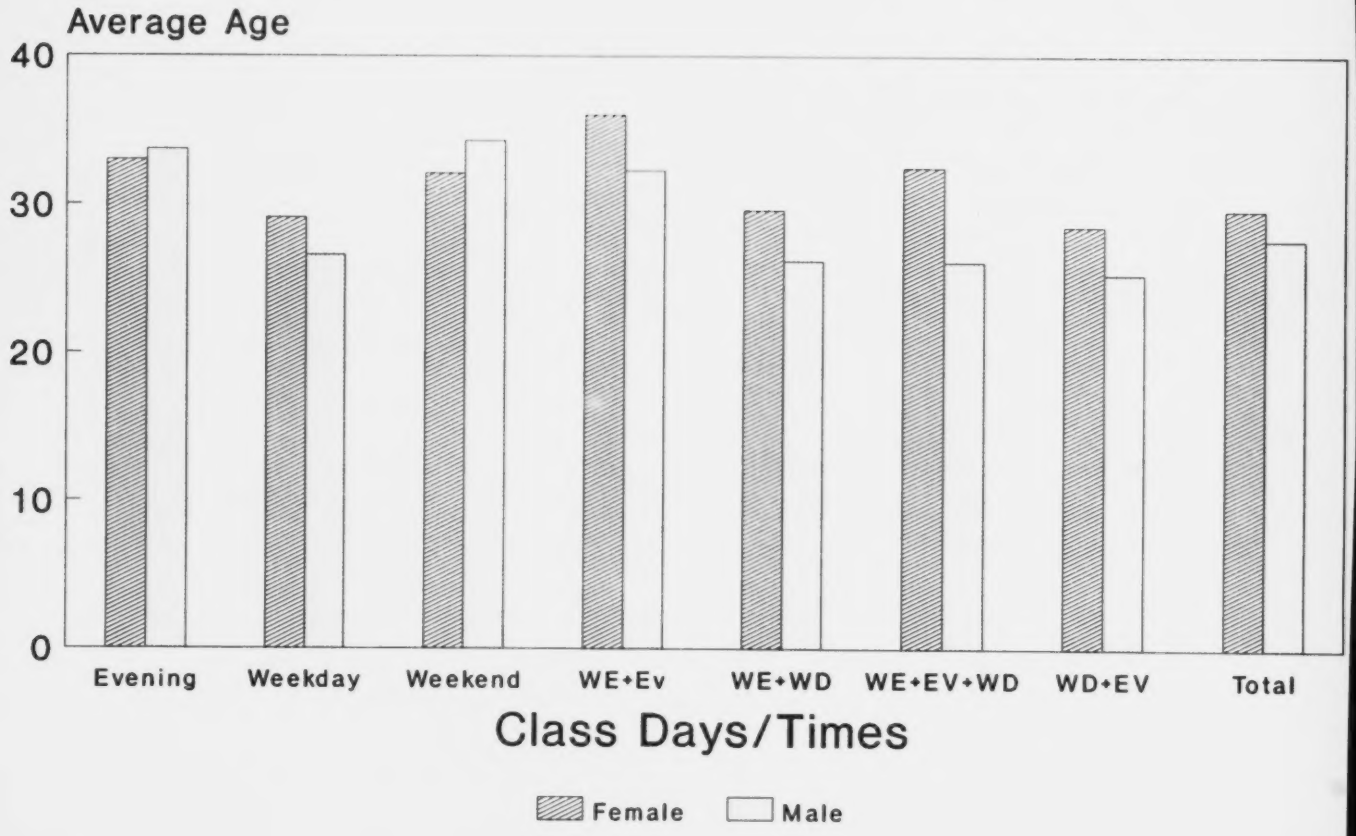
Table 3

MEAN AGES BY GENDER AND DAY/TIME CATEGORIES -- WINTER 1989

	DAY/TIME CATEGORIES							
GENDER	EV	WD	WE	WE+EV	WE+WD	WE+EV+WD	WD+EV	TOTAL
Female	33.0	29.1	32.1	36.0	29.6	32.5	28.5	29.6
Male	33.7	26.6	34.3	32.3	26.2	26.1	25.3	27.6
Total	33.4	27.9	32.7	34.5	28.3	29.9	26.8	28.7

Source: LCC Student Data Base
Institutional Research
March 21, 1989

Figure 2
Age and Gender: Winter 1989



Institutional Research
March 21, 1989
Source: LCC Data Base

weekday classes. The mean age is higher for males in the WE, EV and WE+EV categories. The data suggest that there may be two distinct groups of males attending classes at LCC. One group may consist of younger males who place a high priority on school and do not work full-time, hence they are able to take classes on weekdays. A second group may consist of older males who have been in the work force for several years and are in school to supplement skills, to add new job skills or to re-train for new jobs. These older students are more likely to take classes at times other than weekdays. The age differences noted between groups of male students do not appear in the data for female students, though it is obvious that weekend classes attract older females. Different work patterns and childcare responsibilities for females could account for these findings. More research is needed to address this question.

Employment Plans

When credit students fill out applications for admission to LCC, they indicate their employment plans in relation to their education(see Appendix C for a copy of the LCC application form). Table 4 shows how students in each day/time category responded to this question.

More than students in other categories, weekend-only, evening-only, and WE+EV students indicated that they intended to work full-time while taking classes. (The survey data in Table 15 showing actual employment status corroborate these findings.) Less than 6% of weekend students who also took weekday classes (WE+WD and WE+EV+WD) intended to work full-time. Common sense would say that people who work full-time are less likely to be free to take classes on weekdays. Conversely, students taking weekday classes most often do not have time to work full-time. In fact, students who took weekday classes (WD, WD+EV, and WD+WE) indicated more often that they intended to complete college before working at all.

Table 4

EMPLOYMENT PLANS BY DAY/TIME CATEGORIES -- WINTER 1989

EMPLOYMENT PLANS	DAY/TIME CATEGORIES													
	EV		WD		WE		WE+EV		WE+WD		WE+EV+WD		WD+EV		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Alternate work and college	39	6.0	423	9.2	11	7.6	3	8.6	23	10.0	10	16.1	60	9.9	606	9.0
College full-time until find work	10	1.5	102	2.2	2	1.4	2	5.7	6	2.6	2	3.2	13	2.1	153	2.3
Complete college first	33	5.1	819	17.9	10	6.9	2	5.7	43	18.7	6	9.7	126	20.7	1094	16.3
Work full-time/ occasional classes	210	32.3	233	5.1	50	34.7	5	14.3	12	5.2	3	4.8	18	3.0	587	8.7
Work & take classes at same time	309	47.5	2347	51.3	53	36.8	21	60.0	116	50.4	33	53.2	315	51.8	3386	50.3
No employment plans	49	7.5	649	14.2	18	12.5	2	5.7	30	13.0	8	12.9	76	12.5	904	13.4

Chi-square value = 767.68, significant at the .0001 level

Source: LCC Student Data Base
Institutional Research
March 21, 1989

Course Load

The data in Table 5 and Figure 3 show some clear distinctions between the student categories on the basis of course load.[5] The graph in Figure 3 clearly indicates that students enrolled in all combinations with weekday classes were much more likely to be taking a full-class load than students in other categories. In fact, students combining weekday classes with either evening classes, weekend classes, or both, tended to take full loads more than students attending on weekdays only. Weekend-only and evening-only students more often took less than six credits (probably one class). Not surprisingly, 73% of WE+EV students carried half-time loads. The data only partially support the assumption that weekend students would take classes part-time (less than 12 credits). Based on load, it appears that two predominant types of students enroll in weekend classes: (1) those full-time students who are supplementing their weekday schedules with weekend classes; and (2) part-time students taking classes only on the weekend.

Educational Goals

On the LCC application for admission, students indicate the amount of education that they plan to pursue. Table 6 and Figure 4 show the responses of students in each category.

Over 40% of weekend-only and evening-only students, a higher percentage than all other categories of students, planned to take "classes only" and not obtain a degree. Furthermore, a lower percentage of weekend-only students aspired to graduate and four-year degrees than any other group of students. Conversely, the percentage of WE+EV+WD students who aspired to graduate and four-year degrees was higher than for students in any other category. The data on educational goals show a clear difference between weekend-only students and other weekend students. The original assumption that weekend students are more goal-oriented holds true only for those weekend students who also take weekday or evening classes.

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[5]For the purposes of this study, a class counted as part of a student's course load if the student was enrolled in the class on or after the fourth week of classes.

Table 5

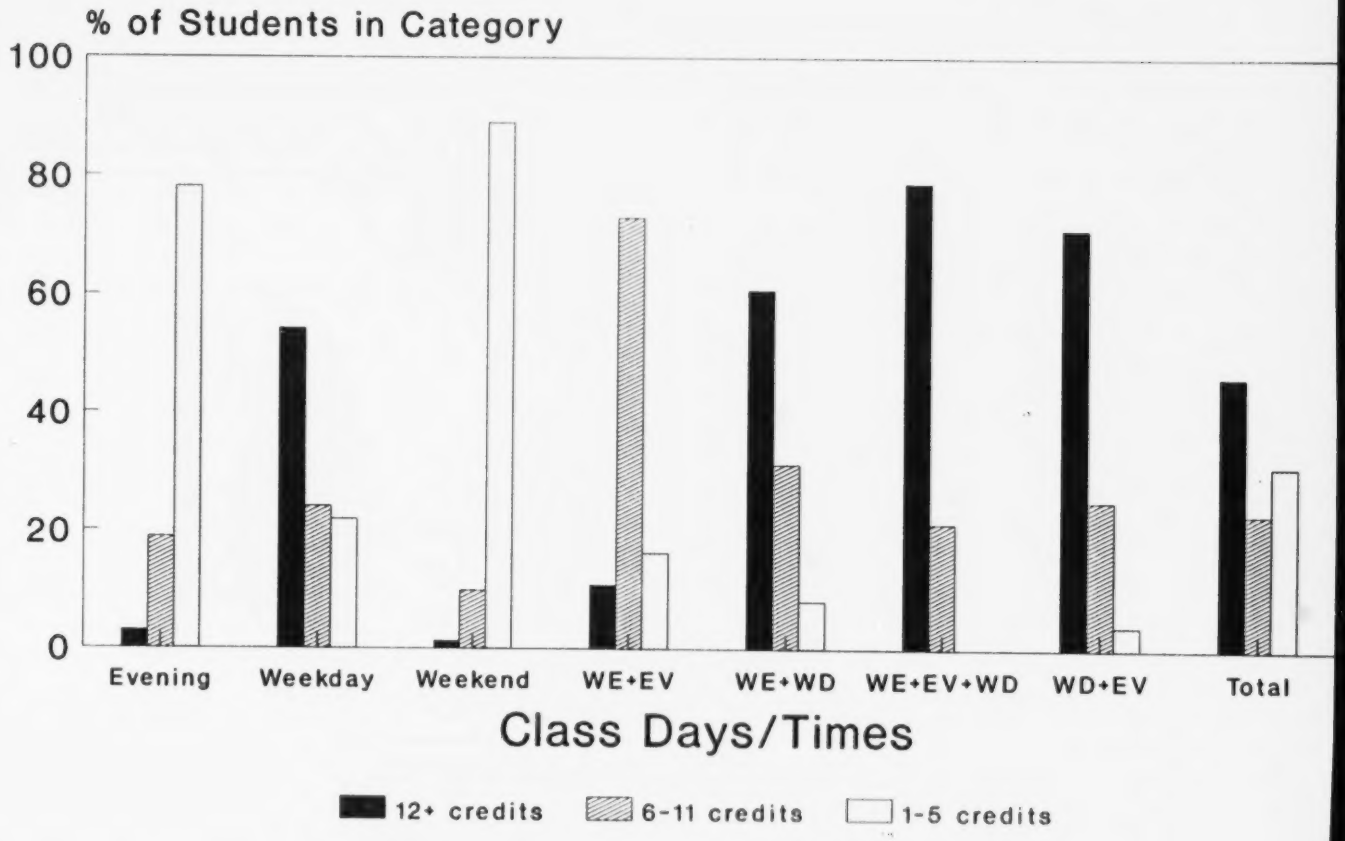
COURSE LOADS BY DAY/TIME CATEGORIES -- WINTER 1989

COURSE LOAD	DAY/TIME CATEGORIES															
	EV		WD		WE		WE+EV		WE+WD		WE+EV+WD		WD+EV		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12 or more credits	23	3.0	2718	54.2	2	1.2	4	10.8	152	60.8	52	78.8	473	71.1	3446	46.1
6 to 11 credits	145	18.8	1202	24.0	16	9.8	27	73.0	78	31.2	14	21.2	166	25.0	1712	22.9
1 to 5 credits	603	78.2	1096	21.9	145	89.0	6	16.2	20	8.0	0	0.0	26	3.9	2312	31.0
Mean course load	4.1		10.6		3.1		7.5		12.0		14.6		13		9.6	

Chi-square value = 2389.46, significant at the .0001 level

Source: LCC Student Data Base
Institutional Research
March 2, 1989

Figure 3
Course Loads: Winter 1989



Institutional Research
March 21, 1989
Source: LCC Data Base

Table 6

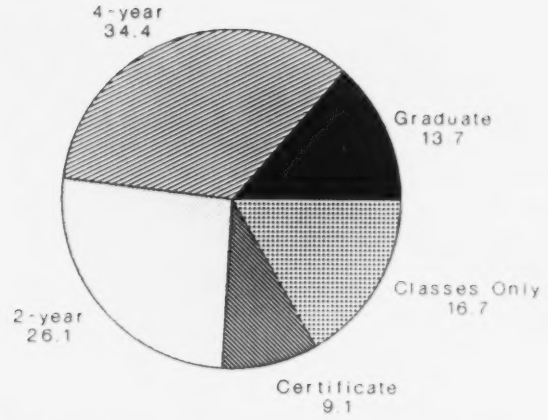
EDUCATION PLANS BY DAY/TIME CATEGORIES -- WINTER 1989

EDUCATION PLANS	DAY/TIME CATEGORIES															
	EV		WD		WE		WE+EV		WE+WD		WE+EV+WD		WD+EV		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduate Degree	57	8.4	629	13.7	2	1.4	4	11.4	39	17.0	12	20.3	97	15.6	917	13.5
Four-year Degree	154	22.7	1573	34.4	25	17.4	11	31.4	71	31.0	23	39.0	227	36.6	2209	32.6
Two-year Degree	114	16.8	1197	26.1	35	24.3	11	31.4	66	28.8	12	20.3	170	27.4	1654	24.4
Certificate	73	10.8	416	9.1	13	9.0	4	11.4	22	9.6	6	10.2	57	9.2	624	9.2
Classes Only	281	41.4	763	16.7	69	47.9	5	14.3	31	13.5	6	10.2	69	11.1	1377	20.3

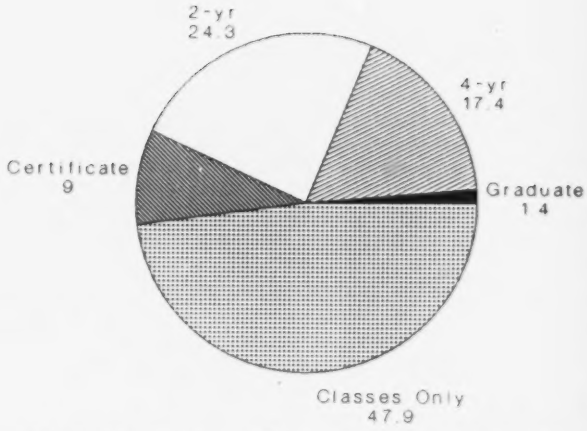
Chi-square value = 457.22, significant at the .0001 level

Source: LCC Student Data Base
Institutional Research
March 21, 1989

Figure 4
Degree Plans: Winter 1989
Goal Percentages



Weekday Only Students



Weekend Only Students

Institutional Research
March 21, 1989
Source: LCC Data Base

Course Completion Rates/Cumulative GPA

One of the original assumptions of this study was that Weekend College students would be more motivated than weekday students and more likely to do well. If this is so, final term data for winter students should show a higher course completion rate and higher GPA for weekend students.[6]

Table 7 shows the mean course completion rate and mean cumulative GPA for each category of students. Students in different day/time attendance categories showed no differences in average rate of courses completed. Weekend students who also took classes on weekday evenings tended to earn higher GPAs however.

Figures 5 and 6 show average course completion rates and average cumulative GPA by gender within each category. The table in Table 8 shows educational goals by gender, and these data indicate that more female students tended to indicate lower degree aspirations than male students. Female students consistently achieved a higher average course completion rate and higher average cumulative GPA than male students in the same categories. (The only exception was the evening-only category where males had a higher average completion rate.) Male students may feel more pressure from society or family to aspire to a degree. Conversely, more female students tend to underestimate their abilities to attain a degree.[7]

RESULTS OF THE WRITTEN SURVEY

Responses from the written survey were tabulated and analyzed using SPSS/PC+. Appendix E contains frequency tables for responses to each question.

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[6]Course completion rate is defined as the ratio of classes in which the student received a passing grade to the number of classes enrolled in on or after the fourth week of the term.

[7]An interesting study would be to re-evaluate degree plans for students after two or three terms and analyze the results on the basis of gender and age.

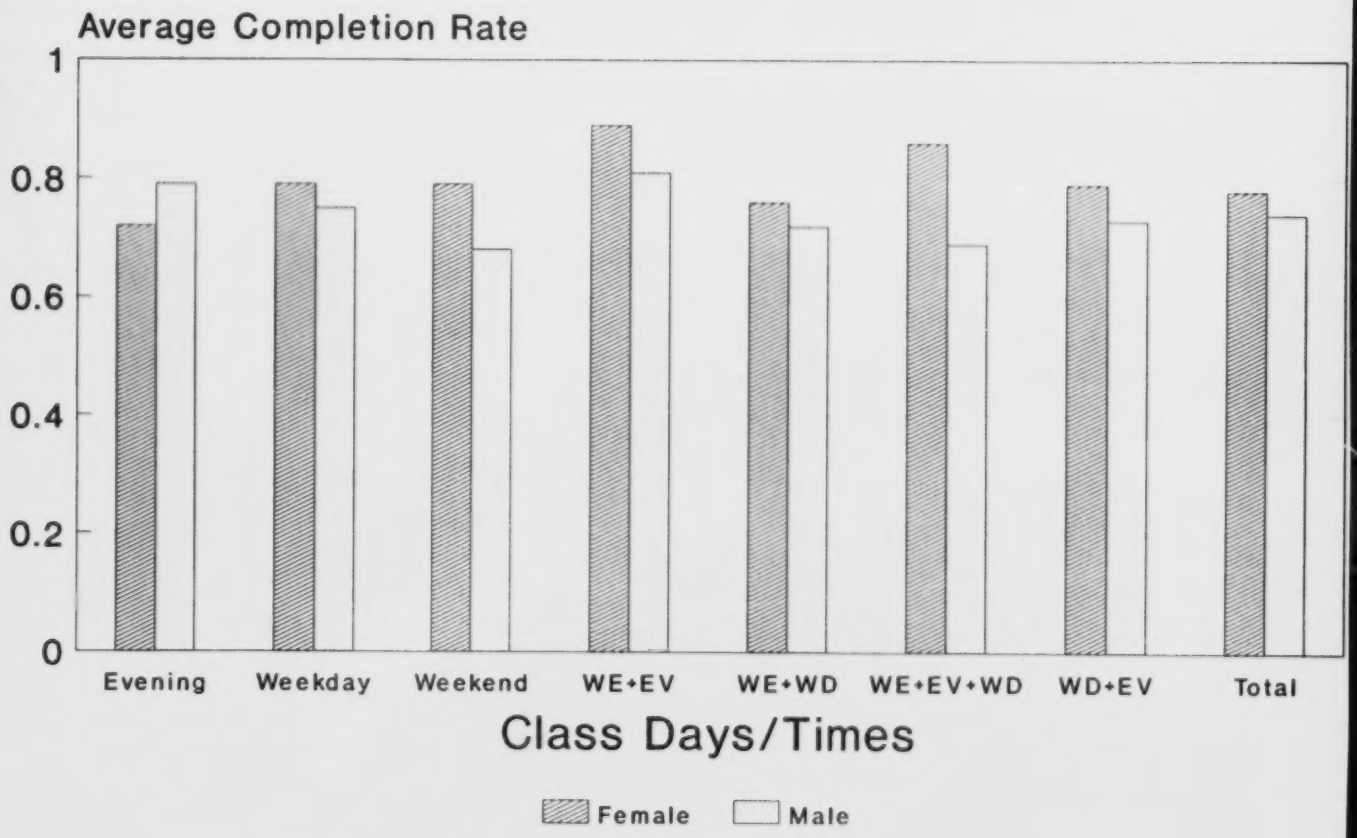
Table 7

MEAN COMPLETION RATES AND CUMULATIVE GPA BY DAY/TIME CATEGORIES -- WINTER 1989

	DAY/TIME CATEGORIES							
	EV	WD	WE	WE+EV	WE+WD	WE+EV+WD	WD+EV	TOTAL
Mean Completion Rate	0.75	0.77	0.76	0.86	0.74	0.79	0.76	0.76
Females	0.72	0.79	0.79	0.89	0.76	0.86	0.79	0.78
Males	0.79	0.75	0.68	0.81	0.72	0.69	0.73	0.74
Mean Cumulative GPA	2.9	2.8	2.8	3.2	3.0	3.2	2.9	2.8
Females	2.9	2.9	2.9	3.4	3.1	3.4	3.1	2.9
Males	2.8	2.7	2.4	2.9	2.7	2.9	2.8	2.7

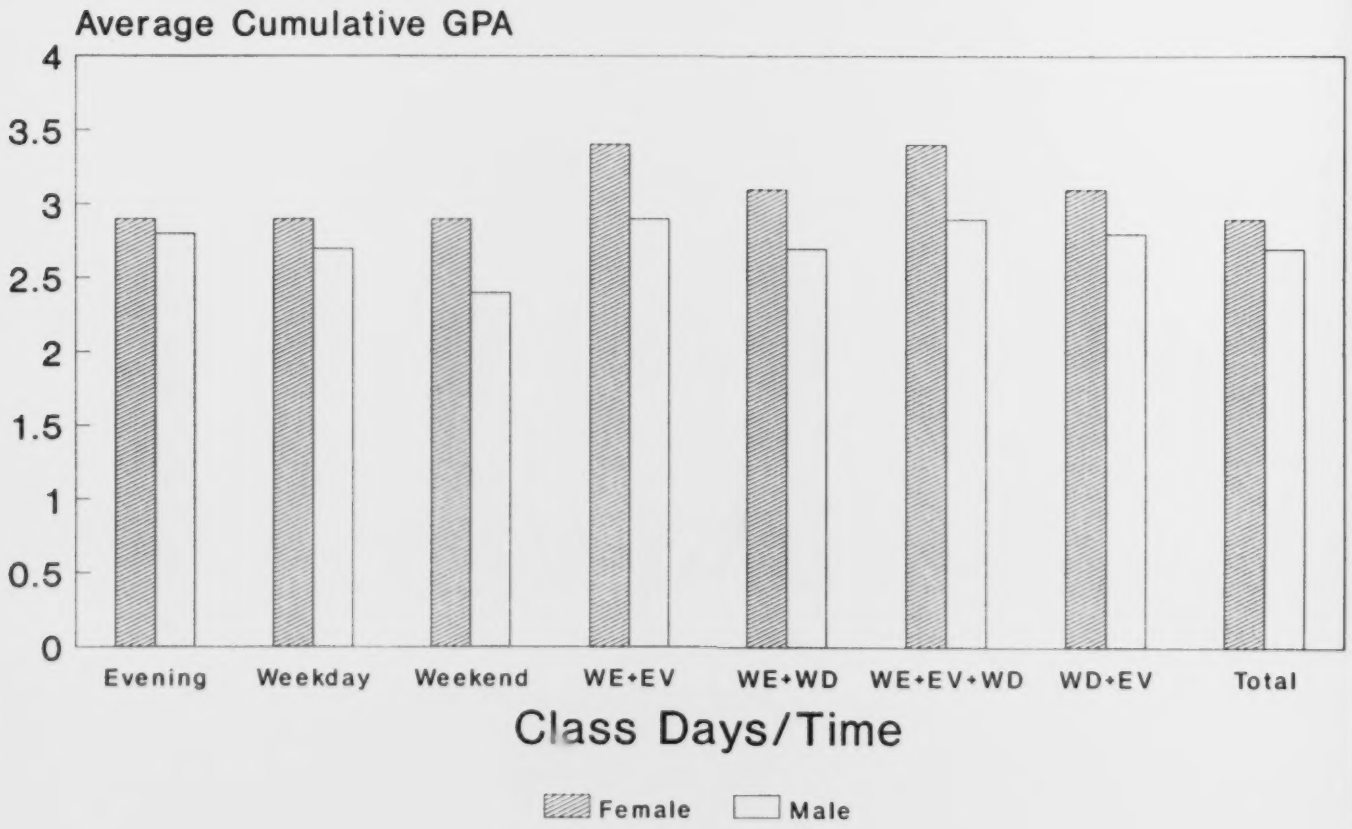
Source: LCC Student Data Base
Institutional Research
March 21, 1989

Figure 5
Completion Rate and Gender: Winter 1989



Institutional Research
March 21, 1989
Source: LCC Data Base

Figure 6
Cumulative GPA and Gender: Winter 1989



Institutional Research
March 21, 1989
Source: LCC Data Base

Table 8

EDUCATION PLANS BY GENDER -- WINTER 1989

EDUCATION PLANS	FEMALE		MALE		TOTAL	
	N	%	N	%	N	%
Graduate Degree	429	11.9	488	15.4	917	13.5
Four-year Degree	1100	30.5	1109	35.0	2209	32.6
Two-year Degree	934	25.9	720	22.7	1654	24.4
Certificate	389	10.8	235	7.4	624	9.2
Classes Only	758	21.0	619	19.5	1377	20.3

Chi-square value = 55.37, significant at the .0001 level

Source: LCC Student Data Base
Institutional Research
March 21, 1989

Two-hundred-ninety-one students completed surveys. Twelve surveys were unusable, leaving 279 surveys to be analyzed. The total number of students registered for weekend classes on or after the fourth week of winter term was 534, giving a survey response rate of 52.2%. Two pieces of data occurred in both the survey and the student records data set: gender and age. Tables 9 and 10 show a close match between the two data sets on gender percentages and mean ages indicating that the survey data may be quite representative.

A question on the written survey asked students to supply their identification numbers so that data from the computerized student records could be matched with the survey data. Of the 279 surveys, 212 matched student records data. Of these matches, student records data indicated that 13 were not actually enrolled in weekend classes. This discrepancy is due to some complicated differences in record keeping.

Marital Status

Single students with no children (40.2%) and students who were married with children (31.8%) made up the two largest groups attending weekend classes. Table 11 shows marital status for students by day/time attendance patterns. It is interesting to note that a relatively high number of students in the "single, no children" category combined weekend with weekday classes. More married students, with and without children, chose to take classes only on the weekend. Table 12 shows that when asked their preference, single students with no children actually preferred weekday classes over weekend classes. Single students with children and married students with children overwhelmingly preferred weekend classes. These data partially support the assumption that weekend students would be married with children or they would be single parents.

The differences in attendance patterns and day/time preferences by marital status suggest the possibility that childcare is a factor in enrollment for weekend classes. Survey data show that 14.8% of the students with children indicated child care was a factor in their decision to attend classes on the weekend. While child care was a factor for only 6.8% of males with children, 19.2% of females indicated child care as a reason for taking

Table 9

GENDER IN STUDENT RECORDS DATA & SURVEY DATA -- WINTER 1989

	GENDER	
	FEMALE	MALE
	%	%
Student Records Data	64.3	35.7
Survey Data	62.4	32.3

Source: LCC Student Data Base and Survey Data
Institutional Research
April 24, 1989

Table 10

MEAN AGE IN STUDENT RECORDS DATA & SURVEY DATA -- WINTER 1989

	MEAN AGE
Student Records Data	30.3
Survey Data	30.7

Source: LCC Student Data Base and Survey Data
Institutional Research
April 24, 1989

Table 11

MARITAL STATUS BY DAY/TIME CATEGORIES -- WINTER 1989

MARITAL STATUS	DAY/TIME CATEGORIES: WE N COL % ROW %	WE+EV N %	WE+WD N %	WE+EV+WD N %	TOTAL N %
Single, no children	22 26.5 27.2	8 38.1 9.9	43 55.1 53.1	8 50.0 9.9	81 40.9
Single, with children	13 15.7 46.4	3 14.3 10.7	8 10.3 28.6	4 25.0 14.3	28 14.1
Married, no children	16 19.3 61.5	3 14.3 11.5	7 9.0 26.9	0 0.0 0.0	26 13.1
Married, with children	32 38.6 50.8	7 33.3 11.1	20 25.6 31.7	4 25.0 6.3	63 31.8
Total	83 41.9	21 10.6	78 39.4	16 8.1	198

Chi-square value = 18.63, significant at the .03 level

Source: LCC Student Data Base & Weekend Survey Data
Institutional Research
April 24, 1989

Table 12

DAY/TIME PREFERENCE BY MARITAL STATUS -- WINTER 1989

DAY/TIME PREFERENCE	MARITAL STATUS								TOTAL	
	Single No Children		Single With Children		Married No Children		Married With Children			
	N	%	N	%	N	%	N	%	N	%
Prefer Weekend Classes	51	33.8	23	42.6	18	40.9	60	48.0	152	40.6
Prefer Weekday Classes	65	43.0	16	29.6	14	31.8	33	26.4	128	34.2
Prefer Evening Classes	35	23.2	15	27.8	12	27.3	32	25.6	94	25.1

Source: Weekend Survey Data
Institutional Research
April 24, 1989

classes on the weekend. These data suggest that more women may be constrained from taking classes because of their children than men, and that inexpensive child care provisions at the college might attract more women.

Table 13 shows a cross-tabulation of the marital status of weekend college attenders by gender. Interestingly, weekend classes have attracted single females with children, married females with no children, and married males with children. Single males with children, married males with no children, and married females with children are under-represented. One possible explanation for this pattern is that students who also have the responsibility of earning a living for a family may find weekend classes preferable over weekday classes. Married women without children who are attracted to weekend classes may be "empty nesters" who are returning to school after raising a family. More research is needed to explore this interesting pattern. Specifically, the marital status of weekday-only students needs to be studied.

Employment Status

Table 14 shows that, as expected, those students employed for 40 or more hours per week overwhelmingly prefer to take classes on the weekend. Examination of day/time attendance patterns (Table 15) shows that weekend students also taking weekday classes tended to be unemployed or working part-time. However, more WE+EV+WD students indicated full-time employment than any other employment category. Weekend-only and WE+EV students tended to be working full-time. These data partially support the assumption that weekend students would be employed full-time. Students who also attended weekday classes exhibited different employment patterns than weekend-only students.

Income

Day/time attendance patterns by income closely follow the patterns of employment status. Data in Table 16 indicate that those students in the upper three income brackets were more likely to attend classes only on the weekend, while students in the lowest income bracket tended to take classes on weekdays as well as on weekends. Similarly,

Table 13

GENDER BY MARITAL STATUS -- WINTER 1989

	MARITAL STATUS									
	Single No Children		Single With Children		Married No Children		Married With Children		TOTAL	
GENDER	N	%	N	%	N	%	N	%	N	%
Female	68	64.2	30	78.9	27	77.1	48	57.1	173	65.8
Male	38	35.8	8	21.1	8	22.9	36	42.9	90	34.2

Chi-square value = 7.84, significant at the .05 level

Source: Weekend Survey Data
Institutional Research
April 24, 1989

Table 14

DAY/TIME PREFERENCE BY EMPLOYMENT STATUS -- WINTER 1989

DAY/TIME PREFERENCE	EMPLOYMENT STATUS: 40 hrs or more per week N	%	20-39 hours per week N	%	20 hrs or less per week N	%	Unemployed, looking N	%	Unemployed, not looking N	%	TOTAL N
Prefer Weekend Classes	85	74.6	32	53.3	12	38.7	10	43.5	11	34.4	150
Prefer Weekday Classes	26	22.8	35	58.3	25	80.6	15	65.2	24	75	125
Prefer Evening Classes	55	48.2	25	41.7	5	16.1	6	26.1	3	9.4	94

Source: Weekend Survey Data
Institutional Research
April 24, 1989

Table 15

EMPLOYMENT STATUS BY DAY/TIME CATEGORIES -- WINTER 1989

	DAY/TIME CATEGORIES									
	WE		WE+EV		WE+WD		WE+EV+WD		TOTAL	
EMPLOYMENT STATUS	N	%	N	%	N	%	N	%	N	%
40 hours or more per week	52	64.2	14	66.7	14	17.9	6	40.0	86	44.1
20 - 39 hours per week	15	18.5	6	28.6	23	29.5	2	13.3	46	23.6
Less than 20 hours per week	4	4.9	0	0.0	15	19.2	4	26.7	23	11.8
Unemployed, looking	5	6.2	1	4.8	10	12.8	2	13.3	18	9.2
Unemployed, not looking	5	6.2	0	0.0	16	20.5	1	6.7	22	11.3

Chi-square value = 50.15, significant at the .0001 level

Source: LCC Student Data Base & Weekend Survey Data
Institutional Research
April 24, 1989

Table 16

INCOME BY DAY/TIME CATEGORIES -- WINTER 1989

	DAY/TIME CATEGORIES									
	WE		WE+EV		WE+WD		WE+EV+WD		TOTAL	
INCOME	N	%	N	%	N	%	N	%	N	%
Under $10,000	9	11.8	4	20.0	30	43.5	6	37.5	49	27.1
$10-14,999	13	17.1	3	15.0	9	13.0	3	18.8	28	15.5
$15-24,999	25	32.9	5	25.0	9	13.0	6	37.5	45	24.9
$25-34,999	13	17.1	4	20.0	10	14.5	1	6.3	28	15.5
$35,000 and over	16	21.1	4	20.0	11	15.9	0	0.0	31	17.1

Chi-square value = 26.67, significant at the .01 level

Source: LCC Student Data Base & Weekend Survey Data
Institutional Research
April 24, 1989

Table 17

INCOME BY DAY/TIME PREFERENCE -- WINTER 1989

INCOME	DAY/TIME PREFERENCES: Prefer Weekends N	%	Prefer Weekdays N	%	Prefer Evenings N	%	Total N
Under $10,000	32	49.2	44	67.7	20	30.8	65
$10-14,999	23	59.0	17	43.6	17	43.6	39
$15-24,999	37	62.7	22	37.3	24	40.7	59
$25-34,999	26	61.9	19	45.2	14	33.3	42
$35,000 and over	21	56.8	16	43.2	14	37.8	37

Note: Read percentages across. Students could check more than one day/time preference.

Source: Weekend Survey Data
Institutional Research
April 24, 1989

Table 17 indicates that students in the lowest income bracket actually preferred weekday classes, while all other weekend students preferred classes on the weekend. These data add to an emerging profile of students who take classes on weekends and weekdays -- a profile very different from weekend-only students.

General Information

Frequency tables for the survey responses (Appendix E) indicate that the single most important source of information about Weekend College classes was the LCC class schedule. Responses written in by students reveal that LCC instructors, department personnel, and other miscellaneous LCC sources provided information to almost 15% of the students surveyed. This suggests that members of the LCC community are important to the college's marketing effort.[8]

Over 4% of the students mentioned employers as their first source of information about Weekend College. Combined with the fact that over 52% of weekend students indicated their employers encouraged their education "very much," this suggests that LCC might attract more students to the Weekend College through contact with local businesses. In addition, the college might take advantage of the influence employers have on their employees' educational aspirations by offering courses in cooperation with local employers.

Academic Information

Over 50% of the weekend students surveyed indicated that they were taking classes to earn a degree or certificate. "Self-improvement" and "to learn a new career or get a promotion" were the next most important reasons for taking LCC classes. Table 18 shows that there were some differences by gender in why students were taking classes. A higher proportion of females over males cited a degree, a new job, and upgrading of job skills as reasons for attending LCC. Males were more likely than females to be taking

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[8]The college did not use media advertisement for winter term Weekend College classes, which accounts for low responses in these categories.

Table 18

REASONS FOR TAKING CLASSES BY GENDER -- WINTER 1989

REASONS FOR TAKING CLASSES	GENDER					
	FEMALE		MALE		TOTAL	
	N	%	N	%	N	%
Earn a degree or certificate	97	55.7	36	40.0	133	50.4
To transfer to a 4-yr college	31	17.8	31	34.4	62	23.5
Learn a new career	57	32.8	18	20.0	75	28.4
Upgrade job skills	42	24.1	17	18.9	59	22.3
Self-improvement	56	32.2	37	41.1	93	35.2
Recreation	21	12.1	17	18.9	38	14.4
Total	174		90			

Source: Weekend Survey Data
Institutional Research
April 24, 1989

classes to transfer or for self-improvement. These data suggest that relatively more females than males taking weekend classes are vocationally oriented.

Table 19 shows the reasons given by weekend students for taking classes. The responses are categorized by day/time attendance patterns. These data support the conclusions reached from data in Table 6 that weekend students also taking classes on weekdays or evenings were more likely to be pursuing a degree or wanting to transfer to a four-year institution. Weekend only students tended to be taking classes for self-improvement or recreation. However, Table 19 contains additional data indicating that weekend-only students were more likely to want to change careers or upgrade current job skills. This finding is consistent with the data linking employer support and encouragement with student class attendance on weekends.

Almost 58% of the weekend students surveyed indicated that they were taking classes on the weekend because the time was convenient. Another 36% responded that they could not take classes on weekdays or evenings. However, the data also indicate that many students may have had no choice but to take a weekend class. Almost 29% responded that they could not register for weekday or evening sections of a course they wanted, and 9% wrote in that the class they wanted to take was offered only on the weekend. Offering the convenience of weekend classes for some may be forcing other students to take classes at times not preferable to them. In a time of scarce resources administrators must carefully examine this redistribution of class times to determine if more people are being served by switching some classes to the weekend. In fact, evidence presented in this study tends to weigh on the side of those students who cannot attend classes on weekdays or evenings.

Survey questions designed to determine students' previous college educational experiences indicate that over 80% attended college classes prior to enrolling in LCC's Weekend College, and over 74% previously had attended LCC. However, almost 70% of weekend students surveyed held no degree. Combined with the fact that over 50% of weekend students were taking classes with the purpose of getting a degree, this result

Table 19

REASONS FOR TAKING CLASSES BY DAY/TIME CATEGORIES -- WINTER 1989

REASONS FOR TAKING CLASSES	DAY/TIME CATEGORIES								TOTAL	
	WE		WE+EV		WE+WD		WE+EV+WD			
	N	%	N	%	N	%	N	%	N	%
Earn a degree or certificate	31	37.3	11	52.4	55	69.6	12	75.0	109	54.8
Transfer to 4-yr college	12	14.5	14	66.7	22	27.8	3	18.8	51	25.6
Learn a new career	26	31.3	6	28.6	22	27.8	2	12.5	56	28.1
Upgrade job skills	29	34.9	3	14.3	9	11.4	1	6.3	42	21.1
Self-improvement	40	48.2	6	28.6	17	21.5	5	31.3	68	34.2
Recreation	17	20.5	1	4.8	7	8.9	1	6.3	26	13.1
Total	17		21		79		16		199	

Note: Students could check more than one reason for taking classes.

Source: LCC Student Data Base & Weekend Survey Data
Institutional Research
April 24, 1989

might indicate that students who have been forced to quit school previously see the convenience of Weekend College as a way to return to school and earn a degree.

A final encouraging finding is that over 75% of winter term weekend students indicated that they intended to take LCC classes again spring term. Only 9% said they would not enroll in spring classes, and half of these intended to take classes for only one term.

DISCUSSION

Building a profile of weekend students and then comparing them to more traditional weekday students is a much more complex process than it might seem. Many students take classes in various combinations of weekday, weekend and evening times. The data analyses indicate that each category of students seems to have its own distinct characteristics. Because of the complexities of the data, it is impossible to either corroborate or refute the rather simplistic set of assumptions about weekend students reported at the outset of this study. Further data analysis is needed to more carefully delineate relationships between student variables and the class categories.

Some generalizations can be made about the groups of students in day/time attendance categories. Weekend classes serve female students in proportions greater than the college average. However, Weekend College seems to be serving two populations of students with different predominant characteristics. In the first group, students tend to be older. They also are more likely to work full-time, and take less than a full-load. These students tend to be single parents or married with children, they tend to have higher incomes and are taking classes for vocational reasons or for self-improvement. Students in the second group also take weekday classes. These students tend to not work full-time, and are more likely to take a full course load. Students in this group tend to be single with no children, are more likely to aspire to a degree or to transfer to a four-year institution, and tend to be from the lowest income brackets. This second group makes up 60% of the entire Weekend College population. Because the average

course load for this group is higher than the full-tuition minimum (11 credits), it is conceivable that many of these students are taking full course loads during the week and supplementing their schedules with one weekend class. More research is needed to find out how much weekend students are contributing financially to the operation of the Weekend College.

Because evening classes are also considered to be a "non-traditional" program, it is important to examine evening students. Evening classes, unlike weekend and weekday classes, serve more males than females. Two distinct groups of students attend evening classes[9]: (1) older working students who are taking occasional classes; and (2) younger students taking full course loads who are more likely to want to complete college before looking for employment. A proportion of evening students, though smaller than for weekend students, appears to supplement full loads with an evening class. More data are needed to analyze the financial impact of these students on evening operations.

Many of the variables examined across student categories show differences based on gender. Because evening and weekend classes seem to appeal differently to males and females, a more thorough analysis is indicated to delineate the needs and characteristics of these male and female students.

U.S. Department of Education figures indicate that the available pool of traditional college students, those in the 18- to 20-year-old range, will decline over the next few years. In a tightening educational market, LCC must position itself to attract non-traditional students. The largest untapped market of non-traditional students is typified by females in the 31- to 45-year-old age range. The findings of this study indicate that the Weekend College is in a strong position to attract these students. Weekend College students are predominantly female and a large proportion of them are over 30 years old (see Table 20). In addition, weekend classes clearly have attracted students who might not attend college otherwise. Almost half of the weekend students indicated they could

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[9]WE+EV and WE+EV+WD students are considered only in the analysis of weekend students since their characteristics are more similar to the other weekend categories.

Table 20

AGE BY GENDER FOR ALL WEEKEND STUDENTS -- WINTER 1989

AGE	GENDER					
	FEMALE		MALE		TOTAL	
	N	%	N	%	N	%
17 and under	8	2.4	1	0.5	9	1.7
18 to 21 years	65	19.6	56	30.4	121	23.4
22 to 29 years	87	26.2	48	26.1	135	26.2
30 to 45 years	137	41.3	65	35.3	202	39.1
46 to 59 years	34	10.2	14	7.6	48	9.3
60 and over	1	0.3	0	0.0	1	0.2

Source: LCC Student Data Base
Institutional Research
March 21, 1989

not attend weekday or evening classes. During winter term 32%, of all weekend students were taking LCC classes for the first time, compared to 21% first-time students in the total winter population. Evening classes are attracting non-traditional students that look different yet, and thus each program appears to have a different base of non-traditional students on which to build.

The results of this study suggest a fairly strong connection between employment and vocational factors, and attendance in weekend classes. Many weekend students are seeking to upgrade job skills or learn a new vocation. A number of students surveyed learned about Weekend College from their employers, and weekend students overwhelmingly indicated that their employers encouraged their class attendance. These findings suggest that the college might increase weekend enrollments by cultivating connections with employers in the LCC service area. For example, the college might direct publicity to employers, or the college might solicit specific weekend curricular recommendations from employers or groups of employers.

As a final note, the results of this study do not corroborate the findings of the three studies cited in the Literature section. These previous studies did not take into account students who take classes at various combinations of times during the week, rather they tended to perceive weekend students as a population entirely independent from weekday students. I hope that this study will contribute to the body of research surrounding non-traditional students by demonstrating the need to describe weekend and evening student populations as more varied and complex.

SUGGESTIONS FOR FURTHER RESEARCH

Suggestions for further research have been scattered throughout this paper. I would like to categorize and summarize these suggestions, and add to them. First, a natural follow-up to this research would be a study on evening students at Lane Community College using similar questionnaire and interview techniques. Since the weekend and evening programs seem to attract non-traditional students, and furthermore

each appeals to different kinds of non-traditional students, a thorough study of evening students should be undertaken.

Second, because gender seems to be a significant factor in attendance patterns, more research should be done in this area. Employment patterns, degree plans, vocational goals, marital status and family obligations, and socioeconomic status would be promising variables to investigate in relation to gender and attendance patterns. Findings in this study have suggested gender differences in aspirations and performance. More research is needed to explore these differences in the general student population.

Third, research needs to be done on the financial impact of full-time students in both weekend and evening programs at LCC. While many classes offered at these times are self-support, students taking more than full-tuition loads could conceivably be taking some evening or weekend classes tuition-free. Since weekend and evening programs are costly in terms of instructional faculty time and staff time for support services, such research would be beneficial to understanding the financial dynamics.

Fourth, in-depth interviews with instructors in both the evening and weekend programs would add another dimension to understanding students in these programs. For example, instructors who also teach weekday classes could provide more understanding of the differences between weekday, evening, or weekend students in learning styles, motivations and attitudes.

Perhaps the most exciting future research suggested by this study would be in-depth comparative interviews with students from each of the day/time attendance categories. Since students from each category exhibit different characteristics, interviews should help our understanding of why students choose to attend classes in different day/time patterns.

SUMMARY

Survey results and analysis of computerized student records for Lane Community College have revealed that students cannot be classified simply as weekday, weekend, or

evening students. Student patterns of attendance are varied and complex, and seem to be related to gender, age, marital status, employment patterns, degree plans and vocational objectives. Therefore, decisions about future programs for LCC Weekend College students must take into account the complex nature of the different groups of students that choose to take weekend classes. The success of the Weekend College will depend on decisions that position the program to attract non-traditional students and thereby offset the declining market of traditional college-age students.

CRITIQUE

A potential weakness of this research concerns the qualitative-quantitative mix in this study. While I tend to think of this research as qualitative in that the intent is to discover knowledge about weekend students, it relies heavily on quantitative data techniques. In this regard, I appear to be what Kempner (1989) calls a "sholve", or a phenomenologist who uses quantitative techniques. The danger is to slip into the trap of believing that weekend students are "knowable" in the rationalistic sense. The quantification of data on students in the portion of the research reported might lead users of the research to believe that it is possible to know everything about weekend students and therefore possible to plan the perfect Weekend College program.[10] This is perilously close to what Kuhn (1970) calls scientific "puzzle-solving[11]."

A second problem is that there may be a tendency to reify the concept of "weekend student" or "weekday student" or any category of student examined in this study. While I pointed out the complexities involved in describing students with respect to when they take classes, it is easier to "know" these categories of students if they are thought of as homogenous groupings. In reality, there may be no students within a category who fit the descriptive profile for that category. A "typical weekend student" probably does not

---

[10]"If only we had more data..."

[11]In puzzle-solving a problem can't be studied scientifically unless a solution is guaranteed in advance to exist.

exist. Yet knowing that some characteristics of weekend students as a whole are different from characteristics of weekday students should help the college to better serve weekend students.

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APPENDIX A:

SURVEY INSTRUMENT

Weekend College Survey
Lane Community College

We are seeking information about students who attend LCC's Weekend College. We want to tailor the Weekend College to meet the needs of students like you. We also want to find out more about why you decided to take classes through the Weekend College so that we may reach others in the community who might benefit from LCC's new program. Thank you for taking the time and effort to answer these questions!

General Information:

1. How did you first learn about the Weekend College at LCC?

____ LCC class schedule mailed to every home

____ Television advertisements

____ Radio advertisements

____ News reports on TV, radio or in newspaper

____ Other (please specify) _____

_____

Academic Information:

2. Why are you taking classes at LCC? (please check only the two most important reasons)

____ to get a degree or certificate

____ to be able to transfer to a 4-yr college or university

____ to learn a new career or get a promotion

____ to upgrade current job skills

____ for self-improvement

____ for recreation or enjoyment

____ other (please specify) _____

_____

3. Why are you taking classes on the weekend? (check all that apply)

____ time is convenient

____ I cannot take classes on week days

____ I cannot take classes evenings

____ I could not get into weekday or evening sections of same course

____ child care is more available on weekends

____ other (please specify) _____

_____

4. How many credit hours are you taking this term at LCC? (Please write the number of hours in the spaces below corresponding to the times you take classes.)

____ on weekdays

____ in the evening

____ on the weekend

5. Please list all of the classes you are taking. (Write either the names of the courses or the course numbers.)

_____ _____

_____ _____

_____ _____

6. Do you intend to take classes at LCC next term?

____ yes ____ no ____ uncertain

If "no", skip to question #6b.

a) When would you prefer to take classes? (check all that apply)

____ weekends

____ evenings

____ weekdays

Go to Question #7.

b) Why will you not take classes at LCC next term? (check all that apply)

____ I intended to take classes this term only

____ classes were not worthwhile for me

____ classes were too difficult

____ it was too hard to get studying done

____ I had no family support

____ I had no employer support

____ I cannot afford more classes

____ I intend to enroll in another college (please specify which one _____

____ other (please specify) _____

_____

7. Are you attending classes at the University of Oregon this term?

____ yes ____ no

8. Have you applied for admission to the University of Oregon during the last year?

____ yes ____ no

If "no", skip to question #9.

a) Were you admitted to the University of Oregon?

____ yes ____ no

b) Why did you choose to attend LCC? (check all that apply)

____ cost is too high at the University

____ LCC is more convenient

____ LCC classes are better taught

____ I was not admitted to the University

____ I could not get the classes I wanted at the University

____ other (please specify) _____

9. Have you attended any college (including LCC) before enrolling in LCC's Weekend College courses?

____ yes ____ no

If "no", skip to question #10.

a. What is your highest degree?

____ No degree -- just took some college courses

____ Associate's ____ Bachelor's

____ Master's ____ Doctorate

b. What was your approximate overall grade point average (GPA) during your last year of classes?

____ 3.5 - 4.0

____ 3.0 - 3.4

____ 2.5 - 2.9

____ 2.0 - 2.4

____ under 2.0

10. Have you attended LCC classes previous to enrolling in Weekend College courses?

____ yes ____ no

If "no", skip to question #11.

a. What kinds of classes were they? (check all that apply)

____ credit classes

____ non-credit classes

b. Were you a full or part time student?

____ part-time

____ full-time

____ I have attended both full-time and part-time

11. How are you currently paying for classes?

____ self

____ parents

____ employer

____ financial aid

____ agency sponsored (for example, Vets)

____ other (please specify) _____

_____

12. If employed, does your employer or supervisor encourage your education?

____ very much

____ somewhat

____ neutral

____ actively discourages me

Services:

13. If child care were available at LCC on weekends would you take advantage of the service?

____ yes ____ no

If "no", skip to question #14.

a. What age children would need child care? (Please enter the number of children requiring child care that you have in each age range.)

____ 0 - 3 years

____ 4 - 7 years

____ 8 - 12 years

14. Please check services you have used and ones you anticipate using or would use if available on the weekends (check those you use or would use at least twice a month):

	Have used	Would use
Library		
Bookstore		
Health Center		
Testing Services		
Admissions/Student Records		
LTD bus service		
Campus Ministries		
Tutoring		
Snack Bar		
Financial Services		
Financial Aid		
Counseling		
Student I.D.		
Computer Labs		
Women's Center		
Veteran's Office		
Disabled Student Services		
Other _____		

Optional Information:

15. We are attempting to make it easier for you and students like you to benefit from LCC's Weekend College. Some portions of our research necessitate having your student ID number so that we may do further analyses based on student records in the college's computer system. You will not be indentified in any way as a result of giving us your ID number. Any data collected will be for general research purposes only.

    9-digit Student ID: _____

16. Year of birth: _____

17. Male ____ Female ____

18. Marital status:

    ____ single, no children at home

    ____ single, with children at home

    ____ married, no children at home

    ____ married, with children at home

19. How many children 16 years or younger live with you? ____

20. Residence:

    ____ Eugene

    ____ Springfield

    ____ Other in Lane County

    ____ Other outside of Lane County

23. Employment: (check one)

    ____ work 40 or more hours per week

    ____ work 20-39 hours per week

    ____ work less than 20 hours per week

    ____ unemployed and looking for work

    ____ unemployed and not looking for work

24. Total gross household income:

____ under $10,000

____ $10,000-14,999

____ $15,000-24,999

____ $25,000-34,999

____ $35,000 or over

25. Do you have either a high school diploma or GED?

____ yes

____ no

26. Please write any other comments you might have about Weekend College or suggestions for improvement of the program.

27. If you would be willing for us to contact you for a short telephone interview concerning your experiences as a Weekend College student, please give us your name and a phone number where we may reach you.

Name: _____

Phone (indicate if day or evening): _____

28. Did you take classes on the weekend at LCC during Fall Term 1988?

____ yes ____ no

Thank you very much for participating in this survey!!

Institutional Research,
Planning & Evaluation
December 1988

APPENDIX B:

SPSS-X DATA DICTIONARY

Appendix B

SPSS-X Data Dictionary

Data Column	Application Ref. No.	Field Name	Field Descriptions
1-9	1	SSN	Student's ID number
10-12		AGE	derived from date of birth (ref. no. 3)
13	5	SEX	Gender
14-16		LOAD	Course load derived from student's class records
17-22	22	MAJOR	As reported on application
23-25		CUMGPA	Stored in student's master record
26-29	17	HSLA	High school last attended
30-33	20	SLA	College last attended
34-35	18	YLAHS	Year last attended high school
36-37	21	YLAS	Year last attended college
38-40		FST	First term of attendance at LCC
41-43		GPA	[not used in this study]
44-45		CR	[not used in this study]
46		WEEKENDS	Flag to indicate attendance on weekends
47		EVENINGS	Flag to indicate attendance evenings
48		WEEKDAYS	Flag to indicate attendance on weekdays
49	24	EDPLAN	Degree plans

Data Column	Application Ref. No.	Field Name	Field Description
50	25	LCCPLAN	Plans for continuous enrollment
51	23	ANTLOAD	Anticipated course load
52	26	EMPPLAN	Employment plans while in school
53-56	27	TFSCH1	College transfer school #1
57-60	28	TFSCH2	College transfer school #2
61-63		WEFLAG	Derived combination of flags for WEEKENDS, EVENINGS, and WEEKDAYS
64-66		COMPRATE	Course completion rate derived from student's class records

APPENDIX C:

LANE COMMUNITY COLLEGE
APPLICATION FOR ADMISSION

APPLICATION FOR ADMISSION

- Enclose verification of Social Security Number. (A photocopy is acceptable.)
- Mail to the Admissions Office.
- If you will not provide your SSN, check here ☐ and a student number will be assigned.

Lane Community College
ADMISSIONS
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 726-2207

PERSONAL INFORMATION

*Social Security No. _____
(verification of SSN required)

*Name _____
last first initial previous names

*Date of Birth _____ *Telephone _____

*Sex: ☐ Female ☐ Male U.S. Citizen: ☐ Yes ☐ No

*Check one:
☐ American Indian ☐ Micronesian
☐ Caucasian ☐ Middle Eastern
☐ Black ☐ Spanish Surnamed American
☐ Asian ☐ Alaskan Native

Present Address _____
(while at LCC) street

_____
city state zip code

Previous Address _____
(prior to entry into LCC) street

_____
city state zip code

Permanent Address or Parent's Name and Address

_____

_____
street

_____
city state zip code

Did you receive an honorable discharge from the U.S. Armed Forces?
☐ Yes _____ No ☐
year

Please answer questions 1 through 5 _____

1. I have lived continuously at my current address for:
   _____ years _____ months.
2. I have lived continuously at my previous address for:
   _____ years _____ months.
3. The duration of my latest continuous residency in Lane County, Monroe, or Harrisburg is:
   _____ years _____ months.
4. I am above the age of 18. ☐ Yes ☐ No
5. My parents provide half or more of my financial support.
   ☐ Yes ☐ No

*Term you intend to begin studies:
☐ F ☐ W ☐ Sp ☐ Su 19_____

For Office Use Only

Date _____

Time _____

Term _____

Other _____

_____

EDUCATIONAL INFORMATION AND PLANS

High School _____ / _____
(last attended)

State _____ Year last attended 19 _____

*Graduated ☐ Yes ☐ No ☐ Currently Enrolled
☐ Currently Enrolled--will graduate this June

College or University _____ / _____
(last attended)

State _____ Year last attended 19 _____

Have you received grades from LCC for college credit class(es)?
☐ Yes _____ ☐ No
year

If "yes," under what last name? _____

Have you applied for admission to LCC for credit classes within the past year?
☐ Yes _____ ☐ No
term

If "yes," under what last name? _____

Degrees previously earned:
☐ associate ☐ bachelors ☐ masters ☐ doctorate

Planned course of study (see major list on back of page)

_____ / _____
program number

Choose one answer for each of the following items:

*Anticipated college credit load:
1. ☐ Full Time (12 or more credits per term)
2. ☐ Half Time (6-11 credits per term)
3. ☐ Part Time (1-5 credits per term)

*Amount of education planned:
1. ☐ Graduate or professional study beyond four year degree.
2. ☐ Four year college degree
3. ☐ Two year college degree
4. ☐ One or two year certificate program
5. ☐ Classes only, for job skills or self improvement (no degree or certificate)

*I plan to attend LCC continuously for:
1. ☐ One term
2. ☐ Two to three terms
3. ☐ Four to five terms
4. ☐ Six or more terms

*Employment plans:
1. ☐ Alternate between college and work
2. ☐ Attend college until full-time work becomes available
3. ☐ Complete college before attempting to find employment
4. ☐ Work full time and take classes occasionally
5. ☐ Work and take classes at the same time
6. ☐ No employment plans

College or university transfer plans:
1st choice _____ / _____
2nd choice _____ / _____

I certify that the information on this page is correct.

_____
signature

_____
date

Remember to enclose your SSN verification

Lane Community College is an affirmative action-equal opportunity institution. The college does not discriminate in employment, treatment of, admissions to, or access to its programs, activities and services on the basis of race, color, age, sex, national origin, handicap or otherwise as prescribed by applicable state and federal laws and regulations, including Executive Order 11246 (affirmative action), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap). Inquiries regarding the application of these laws and regulations may be directed to Larry Warford, Executive Assistant to the President, Lane Community College, 4000 East 30th Avenue, Eugene, Oregon 97405 (phone (503) 726-2200) or to the Office for Civil Rights, U.S. Department of Education, Seattle, Washington.

9-87
Form #1225

APPENDIX D:

SPSS/PC+ DATA DICTIONARY

Appendix D

SPSS/PC+ Data Dictionary

Survey Ques. No.	Field Name	Field Description
1	CLSSCHED	Learned about Weekend College from class schedule
1	TVAD	Learned about Weekend College from television advertisements
1	RADIOAD	Learned about Weekend College from radio advertisements
1	NEWS	Learned about Weekend College from news reports
1	LRNOTHER	Learned about Weekend College from other sources
2	DEGREE	Attending classes to earn a degree
2	TRANSFER	Attending classes to transfer to a 4-yr institution
2	NEWJOB	Attending classes to learn a new job
2	UPGRADE	Attending classes to upgrade current job skills
2	SELFIMP	Attending classes for self-improvement
2	RECREAT	Attending classes for recreation
2	OTHERWHY	Attending classes for other reasons
3	TIMECONV	Taking weekend classes because time is convenient
3	NOWEEKDA	Taking weekend classes because cannot take classes on weekdays
3	NOCLSEVE	Taking weekend classes because cannot take classes on weekday evenings
3	FULLWKDY	Taking weekend classes because weekday and evening class sections closed

Survey Ques. No.	Field Name	Field Description
3	CHLDCARE	Taking weekend classes because childcare more available on weekends
3	CLSOTHER	Taking weekend classes for other reasons
4	WKENDCR	Number of credits on weekend
4	EVECR	Number of credits on weekday evenings
4	WKDAYCR	Number of credits on weekdays
6	NEXTTERM	Do you intend to take classes at LCC next term?
6a	PREFERWE	Prefer to take classes on weekends
6a	PREFEREV	Prefer to take classes evenings
6a	PREFERWD	Prefer to take classes weekdays
6b	THISTERM	Intended to take classes this term only
6b	NOTWORTH	Classes were not worthwhile
6b	DIFFICUL	Classes were too difficult
6b	NOSTUDY	It was too hard to get studying done
6b	NOFAMILY	No family support
6b	NOEMPLOY	No employer support
6b	NOAFFORD	Cannot afford more classes
6b	OTHERCOL	Intend to enroll in another college
6b	OTHERNOT	Other reasons for not continuing at LCC
7	UOCLS	Are you attending classes at the UO this term?
8	UOADM	Have you applied for admission to UO during last year?
8a	UOADMIT	Were you admitted to UO?
8b	UOCOST	Attending LCC because cost too high at UO
8b	LCCCONV	Attending LCC because it is convenient

Survey Ques. No.	Field Name	Field Description
8b	BTTRCLS	Attending LCC because classes better taught
8b	UONOADM	Attending LCC because not admitted to UO
8b	NOUOCLS	Attending LCC because could not get classes at UO
8b	OTHERATT	Other reasons for attending LCC
9	PREVCOLL	Have you attended any college before enrolling in LCC Weekend College?
9a	HIGHDEG	What is your highest degree?
9b	GPA	What was you overall GPA during your last year of classes
10	LCCPREV	Have you attended LCC classes previous to enrolling in Weekend College?
10a	CRCLS	Previously enrolled in credit classes
10a	NONCRCLS	Previously enrolled in non-credit classes
10b	FULLTIME	Were you a full or part time student?
11	PAYSELF	Paying for classes self
11	PAYPAR	Parents paying for classes
11	PAYEMP	Employer paying for classes
11	PAYFA	Paying for classes with financial aid
11	PAYAGNCY	Agency sponsored classes
11	PAYOTHER	Paying for classes by other means
12	EMPENCOU	If employed, does your employer or supervisor encourage your education?
13	WECHILD	If child care were available at LCC on weekends would you take advantage?
13a	CHLD03	Number of children 3 or under
13a	CHLD47	Number of children 4 to 7 years

Survey Ques. No.	Field Name	Field Description
13a	CHLD812	Number of children 8 to 12 years
14	USELRC	Use Library
14	USEBKST	Use Bookstore
14	USEHLTH	Use Health Center
14	USETEST	Use Testing Services
14	USEADM	Use Admissions/Student Records
14	USELTD	Use LTD bus service
14	USECM	Use Campus Ministries
14	USETUTOR	Use Tutoring
14	USESNACK	Use Snack Bar
14	USEFS	Use Financial Services
14	USEFA	Use Financial Aid
14	USECOUN	Use Counseling
14	USEID	Use Student ID
14	USELAB	Use Computer Labs
14	USEWC	Use Women's Center
14	USEVET	Use Veteran's Office
14	USEDIS	Use Disable Student Services
14	USEOTHER	Use other services
14	WLDLRC	Would use Library
14	WLDBKST	Would use Bookstore
14	WLDHLTH	Would use Health Center
14	WLDTEST	Would use Testing Services
14	WLDADM	Would use Admissions/Student Records
14	WLDLTD	Would use LTD bus service

Survey Ques. No.	Field Name	Field Description
14	WLDCM	Would use Campus Ministries
14	WLDTUTOR	Would use Tutoring
14	WLDSNACK	Would use Snack Bar
14	WLDFS	Would use Financial Services
14	WLDFA	Would use Financial Aid
14	WLDCOUN	Would use Counseling
14	WLDID	Would use Student I.D.
14	WLDLAB	Would use Computer Labs
14	WLDWC	Would use Women's Center
14	WLDVET	Would use Veteran's Office
14	WLDOTHER	Would use other services
15	SSN	Student ID number
16	AGE	(Derived from year of birth)
17	GENDER	Gender
18	MARITAL	Marital status
19	CHILD16	Number of children under 16 years
20	RESIDENC	Residence
23	EMPLOY	Employment status
24	INCOME	Gross household income
25	HSDIPL	Do you have a high school diploma or GED?
28	FALL	Did you take classes on the weekend at LCC during Fall Term 1988?

APPENDIX E:

TABULATED RESULTS
OF THE
WEEKEND COLLEGE SURVEY

Weekend College Survey
Lane Community College

Number of returned surveys: 279

General Information:

1. How did you first learn about the Weekend College at LCC?

	N	%
LCC class schedule mailed to every home	197	70.6
Television advertisements[1]	5	1.8
Radio advertisements	0	0
News reports on TV, radio or in newspaper	9	3.2
Other (please specify)	83	29.7
Other information from LCC	24	8.6
LCC instructors/department info.	17	6.1
Friends/relatives/word of mouth	14	5.0
Employer	12	4.3
Miscellaneous	9	3.2
American Institute of Banking	3	
Lane County Fairgrounds	2	
Accidently signed up	1	

Academic Information:

2. Why are you taking classes at LCC? (please check only the two most important reasons)

	N	%
To get a degree or certificate	140	50.2
To be able to transfer to a 4-yr college or university	66	23.7
To learn a new career or get a promotion	80	28.7
To upgrade current job skills	60	21.5
For self-improvement	96	34.4
For recreation or enjoyment	38	13.6
Other (please specify)	23	8.2

[1]Winter term Weekend College Classes were not advertised on television or radio.

3. Why are you taking classes on the weekend? (check all that apply)

	N	%
Time is convenient	161	57.7
I cannot take classes on week days	86	30.8
I cannot take classes evenings	43	15.4
I could not get into weekday or evening sections of same course	80	28.7
Child care is more available on weekends	19	6.8
Other (please specify)	65	23.3
Only time class available	25	9.0
Because of work schedule	9	3.2
Miscellaneous	8	2.8
Too tired evenings	4	
Easier to take classes one day a week	3	
Not offered evenings	2	
Work fulltime/classes limiting	1	
Class is relevant	1	
Not available at LBCC	1	
From out of town	1	
Needed for Dental Hygiene	1	
Class made available on Saturdays	1	
Take care of children weekdays	1	
Time commitment during week	1	
Only class open	1	
Attend H.S. weekdays	1	
Went with friends	1	
For the exercise	1	

4. How many credit hours are you taking this term at LCC? (Please write the number of hours in the spaces below corresponding to the times you take classes.)

	MEAN
On weekdays	[Calculations for these variables were meaningless because of the inability to distinguish missing values from zeros.]
In the evening	
On the weekend	
Total	

5. Please list all of the classes you are taking. (Write either the names of the courses or the course numbers.)

6. Do you intend to take classes at LCC next term?

	N	%
Yes	211	75.9
No	26	9.4
Uncertain	41	14.7
Missing	1	

If "no", skip to question #6b.

a) When would you prefer to take classes? (check all that apply)

	N	%
Weekends	157	56.3
Evenings	98	35.1
Weekdays	139	49.8

Go to Question #7.

b) Why will you not take classes at LCC next term? (check all that apply)

	N	%
I intended to take classes this term only	12	4.3
Classes were not worthwhile for me	1	.4
Classes were too difficult	1	.4
It was too hard to get studying done	5	1.8
I had no family support	0	0
I had no employer support	1	.4
I cannot afford more classes	5	1.8
I intend to enroll in another college (please specify which one)	6	2.2
Other (please specify)	20	7.2

7. Are you attending classes at the University of Oregon this term?

	N	%
Yes	9	3.2
No	268	96.8
Missing	2	

8. Have you applied for admission to the University of Oregon during the last year?

	N	%
Yes	11	4.0
No	264	96.0
Missing	4	

If "no", skip to question #9.

a) Were you admitted to the University of Oregon?

	N	%
Yes	15	32.6
No	31	67.4
Missing	233	

b) Why did you choose to attend LCC? (check all that apply)

	N	%
Cost is too high at the University	48	17.2
LCC is more convenient	51	18.3
LCC classes are better taught	19	6.8
I was not admitted to the University	0	0
I could not get the classes I wanted at the University	20	7.2
Other (please specify)	18	6.5

9. Have you attended any college (including LCC) before enrolling in LCC's Weekend College courses?

	N	%
Yes	217	80.4
No	53	19.6
Missing	9	

If "no", skip to question #10.

a. What is your highest degree?

	N	%
No degree	153	69.2
Associate's	30	13.6
Bachelor's	32	14.5
Master's	4	1.8
Doctorate	2	.9
Missing	58	

b. What was your approximate overall grade point average (GPA) during your last year of classes?

	N	%
3.5 - 4.0	101	46.1
3.0 - 3.4	77	35.2
2.5 - 2.9	35	16.0
2.0 - 2.4	3	1.4
Under 2.0	3	1.4
Missing	60	

10. Have you attended LCC classes previous to enrolling in Weekend College courses?

	N	%
Yes	204	74.2
No	71	25.8
Missing	4	

If "no", skip to question #11.

a. What kinds of classes were they? (check all that apply)

	N	%
Credit classes	193	69.2
Non-credit classes	46	16.5

b. Were you a full or part time student?

	N	%
Part-time	90	43.9
Full-time	68	33.2
I have attended both full-time and part-time	47	22.9
Missing	74	

11. How are you currently paying for classes?

	N	%
Self	192	68.8
Parents	31	11.1
Employer	16	5.7
Financial aid	51	18.3
Agency sponsored (for example, Vets)	12	4.3
Other (please specify)	16	5.7

12. If employed, does your employer or supervisor encourage your education?

	N	%
Very much	113	52.6
Somewhat	43	20.0
Neutral	54	25.1
Actively discourages me	5	2.3
Missing	64	

Services:

13. If child care were available at LCC on weekends would you take advantage of the service?

	N	%
Yes	53	20.5
No	205	79.5
Missing	21	

If "no", skip to question #14.

a. What age children would need child care? (Please enter the number of children requiring child care that you have in each age range.)

	Total
0 - 3 years	26
4 - 7 years	32
8 - 12 years	16

14. Please check services you have used and ones you anticipate using or would use if available on the weekends (check those you use or would use at least twice a month):

	Have used		Would use	
	N	%	N	%
Library	131	47.0	101	36.2
Bookstore	159	57.0	88	31.5
Health Center	26	9.3	41	14.7
Testing Services	62	22.2	52	18.6
Admissions/Student Records	86	30.8	49	17.6
LTD bus service	50	17.9	35	12.5
Campus Ministries	5	1.8	15	5.4
Tutoring	19	6.8	46	16.5
Snack Bar	129	46.2	87	31.2
Financial Services	40	14.3	40	14.3
Financial Aid	42	15.1	47	16.8
Counseling	56	20.1	63	22.6
Student I.D	85	30.5	36	12.9
Computer Labs	96	34.4	75	26.9
Women's Center	12	4.3	26	9.3
Veteran's Office	10	3.6	11	3.9
Disabled Student Services	4	1.4	6	2.2
Other	1	.4	3	1.1

Optional Information:

15. **We are attempting to make it easier for you and students like you to benefit from LCC's Weekend College. Some portions of our research necessitate having your student ID number so that we may do further analyses based on student records in the college's computer system. You will not be indentified in any way as a result of giving us your ID number. Any data collected will be for general research purposes only.**

    9-digit Student ID: _____

16. **Year of birth:**

[Translated into age]	Low	High
	17	59

Mean
30.66

	N	%
17. Male	90	34.1
Female	174	65.9
Missing	15	

18. **Marital status:**

	N	%
Single, no children at home	106	40.2
Single, with children at home	38	14.4
Married, no children at home	36	13.6
Married, with children at home	84	31.8
Missing	15	

	Mean
19. **How many children 16 years or younger live with you?**	.81

20. Residence:

	N	%
Eugene	136	51.9
Springfield	75	28.6
Other in Lane County	39	14.9
Other outside of Lane County	12	4.6
Missing	17	

23. Employment: (check one)

	N	%
Work 40 or more hours per week	114	43.8
Work 20-39 hours per week	60	23.1
Work less than 20 hours per week	31	11.9
Unemployed and looking for work	23	8.8
Unemployed and not looking for work	32	12.3
Missing	19	

24. Total gross household income:

	N	%
Under $10,000	65	26.9
$10,000-14,999	39	16.1
$15,000-24,999	59	24.4
$25,000-34,999	42	17.4
$35,000 or over	37	15.3
Missing	37	

25. Do you have either a high school diploma or GED?

	N	%
Yes	252	95.5
No	12	4.5
Missing	15	

26. Please write any other comments you might have about Weekend College or suggestions for improvement of the program.

27. **If you would be willing for us to contact you for a short telephone interview concerning your experiences as a Weekend College student, please give us your name and a phone number where we may reach you.**

Name: _____

Phone (indicate if day or evening): _____

28. **Did you take classes on the weekend at LCC during Fall Term 1988?**

	N	%
Yes	30	15.2
No	168	84.5
Missing	81	

APPENDIX F:

STUDENT COMMENTS
FROM THE
WEEKEND COLLEGE SURVEY

Weekend College Survey
Lane Community College

Student Comments

1. How did you first learn about the Weekend College at LCC?

(2) Talked to an LCC counselor.
(8) Classline. The class I wanted was full.
(12) American Institute of Banking.
(14) I was told about it when I called.
(15) U.S. Bank (AIB).
(16) Students that had heard from teachers.
(17) Through American Institute of Banking Chapter at work.
(18) Called to check on shorthand refresher classes.
(22) I called LCC to see if there was a Saturday class.
(26) From Mrs. Jim Collinson. We met during Jury duty.
(33) Employer had information about specific class.
(34) Don Metzler, supervisor at LCC.
(35) Work. Boss' suggestion.
(36) Friend that told me about it.
(40) Word of mouth.
(41) Attending weekly classes at LCC.
(46) From the LCC handbook.
(50) LCC teacher.
(55) Sharon Hagan.
(56) Sharon Hagan.
(60) Sharon Hagan (Dental Hygiene).
(61) Health Occupations.
(62) The Schedule.
(64) Exploration session.
(65) Exploration session.
(66) A friend.
(68) Taking class for Dental Hygiene Program.
(69) Head of Dental Hygiene program, Sharon Hagan.
(70) Through the hygiene program.
(73) Introduction to dental hygiene program.
(75) LCC newsletters.
(79) Instructor.
(80) Art Department Head.
(91) Word of mouth.
107) Fair grounds.
109) Winter term registration catalog.
116) Friends.
121) My neighbor Tom Klusman.
125) I accidentally signed up for it.
126) Learned from a Secretary at LCC.
136) Father.
140) Instructor told me about it.

142) Came to the college and asked if there is any welding classes for me to take.
150) Health Occupations Class at Sheldon high school.
154) When I registered.
155) From our boss at the Pre School.
156) Informed by employer.
157) Staff meeting.
158) Staff meeting.
159) Instructor.
160) Parent coordinator at our center.
161) Resource person.
162) Parent coordinator at UofO child care & development centers.
163) U of O parent coordinator notified us - taking through continuing ed. at U of O.
164) Teacher told me.
165) At work.
166) At work.
167) Sent to Preschool where we work.
168) Article Julianne wrote for LAEYC newsletter.
170) From another class at LCC.
171) Friend.
172) Announcements in LCC classes.
173) Dance brochure.
174) LCC registration newspaper.
171) LCC employee.
177) employee.
183) Gary DeCamp - Student.
188) Friends.
203) Picked up schedule at downtown LCC.
205) I happened to be here and I just joined the class.
211) I work for L.C.C.
213) LCC time schedule on campus.
217) Heard about it from a person.
223) Teachers.
226) A friend takes weekend college.
246) Sister who attends here.
248) Nursing program.
249) I attended LCC last term on weekdays.
255) Lane Co. Fair.
256) I have regular week-day classes in addition to this one and noticed it in the schedule.
262) Advisor "Jack" told me.

2. Why are you taking classes at LCC?

(17) Programs vary and are convenient for the above current goals.
(19) This the only place that shorthand was offered.
(22) The company I am employed with is installing Word Perfect.

(29) Job requirement.
(55) Dental Hygiene Program entrance.
(56) Dental Hygiene.
(60) Interest in LCC Dental Hygiene program.
(73) In regard to admission process for dental hygiene.
(80) Because it was the only day that the class was offered when I had time.
(89) Need the math to satisfy U of O requirements. BS (1 yr college level math).
(90) To stimulate my brain cells!
113) Pre-requisites to entering a graduate program.
142) To work as structural welder - in main stream.
146 To strengthen my background knowledge in my field.
148 So I can get a good job & make more money.
154) I am on workers comp. and can't lift any weight, so I am retraining.
169) To get my credit for ECE program.
213) Class only offered at LCC. (U of O student)
240) To get away from home.
242) Pays better to get a degree.
246) For points to enter nursing program.
262) To change occupations to nursing.
264) Nursing.

3. Why are you taking classes on the weekend?

(4) Weekday class was canceled. Weekend class only available.
(6) It is easier for me to take one day a week classes.
(9) Shorthand is not available any other time.
(12) Couldn't see driving as far as I do twice a week when I could get it all in during one day.
(15) This class wasn't offered this term in the evening.
(17) Trying to finish up 2 yr. Assoc and work full time limits class room access.
(19) The only offering for this course.
(34) This particular class is relevant to my studies at LCC.
(37) I own Kiddie Korner & this was offered.
(39) Too tired in the evenings after working all day!
(51) Class is available only on Saturday.
(55) Only time this course is offered.
(56) It isn't available at LBCC.
(59) This class was only offered on a weekend.
(60) Only time this particular class is available.
(65) Out of town.
(67) The class was on the weekend.
(72) It was the only time this class was offered.
(73) Could not use the 2 credits in admission process to Dental Hygiene if I waited until next term.

(74) Class was made available on Saturdays.
(76) I'm tired after 12 classes teaching 400 elem. students.
(78) Husband is full time (days) & we have 2 children.
(88) My schedule of work didn't allow for all my classes to be weekdays, so I took this one weekend class.
(89) To work on my math requirement.
(90) Evenings I'm too drained after work, meals,etc.
(95) Class was not offered at any other time.
(98) Was not offered evenings.
(99) Only offered time.
101) Compressed time with all hrs during the one day.
102) No other class was offered this term.
118) I work full time, but need to keep at least 6 credits @ LCC for health insurance.
124) Work, take other classes at night.
135) I'm working full-time still.
142) Time convenient as I'm busy during week on personal activities.
148) It was the only one open.
150) I have high school weekdays.
159) Needed 1 credit for the term of elective classes for ECE.
163) It was offered on a Saturday (would prefer afternoon or week night).
164) It was the only time available to take it.
166) The only time offered.
169) It sounded like a good class.
170) Because I wanted to take the class offered.
171) Different class is offered during this time.
174) To work at the Cart de Frisco in the warehouse T-TH-Sat.
182) Time was good for other friends also taking class.
183) Gary DeCamp.
185) For the exercise.
201) Weekdays are limited due to my work schedule.
208) I feel more "refreshed" on weekends, rather than "dull" evenings.
214) So I can also work Full-time.
221) I was more interested in the Saturday class session than any during the week.
224) Saturdays are very nice for people who work all week long (day shift).
232) Only offered on weekends.
239) Class is only offered on Saturday.
240) Only time offered.
242) Did not conflict (time wise) with my job.
255) Class offer only Sat. this term.
257) This was the only time this class was offered (this term).
258) Only time/day this course was offered.
259) Only time class was available.
261) The class was only offered on Saturday.
268) Class is only offered on Saturday.
278) Only time available. Not my choice.

6b. Why will you not take classes at LCC next term?

(4) Going to Germany month of April.
(20) I hope to find a full time job and think that the stress of a new job AND school would be to great. I intend to take more classes later.
(29) Up-grading Degree.
(37) I will enroll when it helps with owning a center.
(56) The classes I need are offered at LBCC and it is closer.
(61) I'll be attending during the Summer Term.
(65) Out of town - Preparing for 1989-1990 school year.
(67) I have a full time job that begins the middle of next term.
(68) I will be taking classes.
(76) More weekend conflicts.
(89) I need special help in understanding math above basic algebra.
(98) Will take classes if ones I need/want are offered at times I can take them.
101) I am moving out of the area.
114) May move.
130) Schedule conflicts with work.
142) I may take a class next term.
145) Not sure I'll be able to afford it. If possible, I will!
163) If offered at a convenient time.
174) I'm still working the faculty Club in U of O, M-W-F.
179) I will take classes next term.
202) Work increase (will have to start working Saturdays).
204) Other obligations.
246) I will attend LCC's nursing program this summer. I am still in High School.
247) I've taken all the prerequisites I can, I'm applying for the nursing program beginning summer.

8b. Why did you choose to attend LCC?

(9) I work at LCC fulltime right now.
(30) I can get a free class at LCC by volunteering.
(34) Received financial aid from Vocational Rehab.
(69) U of O doesn't offer Dental Hygiene.
(70) To enter the hygiene program.
(74) Dental Hygiene program.
(80) Because of a recent head injury, I could not attend the university. I am a transfer from OSU.
(83) Dental Hygiene program.
(84) It has what I need, when, and the price is right.
(89) Took Basic Algebra at LCC MRC. (1987)
104) LCC better fits the random way I take classes.
111) Finishing LCC degree.
117) Flight Tech. not offered at U of O.
120) You offered the class I wanted.
146) The fraternities harass me.
158) Suggested by Director.
160) LCC class is paid for by my employer.

163) Classes offered here - know the program. Received administration support at U of O.
169) Wanted to be in the ECE program.
171) Weekend class offered.
172) More emotional support from teachers & flexibility to explore different areas at LCC.
173) Appreciate the lower enrollment. More individualized attention. Less competition. Students more serious.
204) Class on weekend.
246) I want associate degree in nursing.
249) For the nursing program.
252) Nursing program.
253) No Nursing program at U of O in Eugene.
256) Nsg program at LCC that U of O doesn't have.
261) The Nursing program is offered here.
262) Nursing School is available here.
263) I want a nursing degree.
266) I have a 4 year degree and now I want to be able to get a nursing degree and I feel L.C.C. has an excellent school!
268) I am interested in the LCC nursing program.
272) LCC has the program I wanted.
279) I'm more familiar w/ LCC.

11. How are you currently paying for classes?

(9) Tuition waiver (I used to pay for them myself).
(10) VA benefits.
(15) AIB.
(17) Through AIB employer if applicable to job criteria.
(34) Vocational Rehab.
(45) US. Navy Reserves G.I. Bill.
(58) Myself & parents.
(84) Company pays after I pass.
(88) (though I have applied for financial aid).
(89) Reserve G.I. Bill Chap. 106 & private pay.
(95) My office is paying for this particular class, since it is required to upgrade my job skills.
105) LCC instructor tuition waiver.
112) Employee waiver.
119) Spouse.
148) My boyfriend is also paying for a lot of it.
151) My lover financially supports me.
257) My boyfriend.

14. Please check services you have used and ones you anticipate using or would use if available on the weekends.

(17) Career guidance and a counselor available would be great - even on just a appointment basis. I work full time so I have to take off work just to talk to counselor. Even if only available once a month - as long as all students (not just main campus) are aware of how to access the service.
174) Disabled Student Services with Delores May.
195) Gym.

26. Please write any other comments you might have about Weekend College or suggestions for improvement of the program.

(6) I would like to see as many different classes as possible available then.
(9) This survey is a little too long.
(26) I wish there was a better selection of business classes. Also classes that are only offered once a year are inconvenient.
(16) Weekend college works well for subjects the student has a grasp. I took accounting 1 last term on Saturdays and found it to be quite confusing. Because I had a basic understanding of math, I felt I could do well in Business Math on Saturdays. This, for the most part, has proved to be true. Being able to come to class only once a week have enabled me to take more classes this and still maintain my grade point average.
(17) Do you plan-in the near future-on degree programs thru weekend college. LaGrande (EOSC) and Ontario (TVCC) have business Admin Programs where you go all day Saturday and have labs during the week. I did not attend this program but the concept sounded like a good plan for people who work during the week and don't want to take the 1 or 2 classes they can fit in the evening or weekend for their curriculum.
(18) I am delighted with the weekend program and hope it continues for those of us who cannot come in days or evenings.
(19) I think W.C. is super - should have been done years ago-I would like to see more courses made available-in Business-Trades courses- and also for college transfer. Keep up the good work.
(21) Please make the nursing program more available to those who cannot enroll as a full-time student! If there had been even one related weekend classes available, I would have enrolled in it.

(27) I feel that taking computer classes is very beneficial. However, the time element involved is often difficult to meet when scheduling around working hours. I found it difficult to get computer terminal time within the lab due to the number of persons having the demand for on-line time. I feel some extended hours would really help!

(30) Thanks for offering it! Please let it have time to grow before cancelling classes w/ limited enrollment. Class cancellations discourage subsequent enrollments because they mess up schedules.

(33) I love the class I'm taking.

(34) More scheduled times for short breaks and for a short 30 minute lunch break.

(36) Should have more classes offered that are offered during the regular weekdays. Sometimes its difficult to take a class during the week due to work so weekends would be better.

(38) I am a Springfield resident, & when I've had to go to LCC on the weekend due to there being no Springfield LCC buses, I've had to spend an hour on the buses wasting either my sleep time or my study time. I would recommend that you consider those who live in Springfield as well as Eugene residents and petition LTD to have Springfield LCC buses on the weekend to cut out our time on the buses. Thank you. I really hope you consider on this proposition. I'm also sure if this was arranged you'd get more Springfield LCC students registering for weekend class.

(39) I'm enrolled in Lotus 1-2-3. I find the computers, equipment & premises sub-standard. - 1st & 2nd weeks the computer I sat at, disk drive wouldn't work. - 2nd week another computer chosen and the printer wouldn't work. - 3rd week ribbon on printer so worn printing illegible. I had to search out a ribbon & replace it myself. - Lighting in lab very poor. - I realize money is a problem (I vote yes on all your budgets) but classes shouldn't be offered if you don't have proper, working equip.

(44) I enjoy the weekend college for my use of physical ed. It allows me to keep fit, & responsible for being here on time.

(61) This is my first weekend class. I have no comment at this time.

(64) I think it's a wonderful idea to have weekend college!

(76) I really like your "Weekend College"! I believe this concept will be gradually, and greatly expanded. People <u>make</u> time for things they really want to do. If I see a class in home-owner electricity as applied to household wiring, or (can't remember other topic right now) I'll make time. I have previously taken courses in Auto Maintenance, photography, and German language. All were evening classes. I much prefer this Saturday Airbrush time.

(77) They are great opportunity for the student who can't get into section during weekdays.

(78) The self support fees are outrageous among other ways LCC finds to "Pinch" students money, this is one I feel really gouges the weekend student. May as well be at the U of O considering the "Double Dip" on Self Sup. Classes. Maybe LCC can find someone who can manage the money better - Is this truly a "non profit org?" Also the idea of Paid Parking is criminal - with no alternatives to Auto drivers, it's blackmail. Otherwise, I like LCC!

(79) Classes could begin @ 9:30 or 10:00 am, not 8:00/or 8:30 am -Bad weather causes problems with getting to class on time.

(80) Offer more classes - especially Art - at later times - also Auto Mechanics.

(82) Schedule is bad. Need one class 10 - 2 not 8 a.m.

(84) If Tom Peters is any influence, I think you will have to identify where the market is at and determine how to adopt to meet their needs when they can be reached. I think many business people will come for upgrading once they know that the service is in place.

(86) It would be nice to actually get a degree by taking weekend college classes.

(87) Would like to see more courses offered on the weekend especially the ones that are only offered 1 or 2 terms each year (econ 3, acting 3, etc.).

(89) 1) Replace the current Elementary Algebra text. It seems to be deficient in exploding (worked out) exercise set problems. Just providing the odd answers is not enough. 2) Provide a special tutoring group program, on the week-end, for helping students who have math anxiety and/or learning disabilities. The text is very intimidating. Example:
Ex. . $\frac{X+2}{X-4} _ \frac{X+1}{X+4}$ Ex. set 1) $\frac{X-2}{6} _ \frac{X+1}{3}$
[The examples do not correspond with the exercise set.] The text shows how to do a specific problem and the exercise set provides different terms in the problem. It would be easier to have uniform problems that match the exercise set. Also, "each exercise set problem" should be worked out, just like the example problems, just listing the correct answer is not enough beneficial feedback to understand "how" the problem was worked out. All presented problems + answers need to be fully exploded and carefully presented for comprehension. The text lacks understanding, concerning exercise sets and answers. Worked out odd sets would save a lot of tutoring time!

(95) It's very difficult to attend weekend college when you work over 40 hrs during the week! I wouldn't do it by choice, but did appreciate that this class which I really needed was offered at all! Another comment, not strictly related to Weekend College. It would be nice if computer classes could be taught in a lab, such as the one on the Downtown Campus. Also, I really object to the fact that the computer lab closed for 1/2 hr. at 1 pm. This gave our class almost no time to work in the lab. Also the lab assistant was rather rude & not terribly helpful. I really enjoyed the class & teacher but did not feel that the College, in general, was very accommodating of students willing to give up a Saturday.

(96) Weekend College allows me to continue to pursue self improvement & a degree. Single parents who work need a service such as yours to keep going. It is difficult to attend evening classes, leave your children, after being absent from the home all day. I hope you continue to offer these services. Courses I am interested in (at this time) are math/computer science.

(97) I think its a great idea. I intend to encourage my employer to recommend weekend college to my co-workers.

(98) I would like to see a larger choice of courses. For example: I'm taking dBaseIII+ & would like to see an Advanced dBaseIII+ class offered. Also I'm taking CS201 evenings & would like to be able to take CS202 evenings.

100) Would prefer 8:00 a.m. classes. Please try to have a Pascal class on weekends.

104) Computer lab should stay open and not close for lunch - lab assistants could rotate lunch hour.

107) Weekend classes are great but they take away family time. I'm often out of town for weeks at a time and depend on my free time (weekends) to spend with my 3-year old.

108) Personally I had some trouble without the quick feedback I need in a class like basic programming. I might take other classes on the weekend but not one like this.

111) It's great!

112) I would like to see a color theory or figure class offered on the weekend.

113) Don't start classes before 9:00.

114) Child-care for older kids would be great.

116) I would appreciate a larger choice of my pre-business core classes to be able to choose from. So far, I'm very pleased with my current course and I'm very grateful the weekend option is available to me. If not, I would have to wait 3 more years before working on my two-year requirements in order to transfer to U. of O. The weekend classes & telecourses are making it possible for me to attend school while my children are little.

117) It would be great if there was a way for students to know if a particular class had enough enrollment before the end of the first week so that schedule changes could be made without missing the entire first week of an alternate class.
118) The availability of a needed course on weekends has helped me to be able to continue working toward my next degree while holding down a full-time job. I'm a "temporary" employee for the Forest Service, which does not entitle me to health insurance benefits, so I subscribe to the student policy (min. 6 cr required).
120) The program is fine and a good idea. The cost of class is very high though. Approx $150.00 for 1-4 credit class, the rate schedule and how it is more expensive for part time students than full seems to discourage rather than encourage enrollment.
121) I appreciate the chance to further my self on the weekend when not working. This is great!
122) Would like more classes offered - esp Arts & letters classes but any classes would be great. It's difficult to work & also attend classes during the wk.
123) I feel it's an excellent opportunity for people in business to get classes when during the week is impossible. I would take more weekend business courses if offered.
125) It has potential of being a good plan for LCC and I recommend that it is encouraged for those students who can attend.
127) I would like to see weekend workshops for credit Friday eve, Sat & Sun. once a month. I feel I learn best in this intensive atmosphere.
128) The computer lab is not available to us on weekends, however it is a central part of this course. Our class had access to the lab <u>once</u> this term, which proved to be an <u>invaluable</u> learning tool. Our instructor also indicated he is unable to show films which go with this course. This is disappointing as well. I am unable to use the computer lab during the day (I work full time), & is not possible to drive to campus during evenings.
130) Computer lab access should be made available for the <u>instructors</u> to take class in at their discretion.
131) Weekend college should have available to the students the computer labs and films that are available to the regular weekday classes as we are covering the same amount of material in our 1 day a week classes and need the support material as much if not more than the daily classes.
133) <u>Please</u>, increase the amount of class choices as it is hard to take many that are offered <u>only</u> during the day. (Also, evening classes need to be increased to have more choices). I've had to stop taking classes for a whole year just because I couldn't fit <u>one</u> into my daily schedule in the evening.
134) Make more <u>required</u> credit classes available!

135) Maybe more classes could be held on Sundays.
144) Offer more classes
147) Would be nice if more classes were offered. General classes needed before entering specific fields. ie..Dental Hygiene (Anatomy)!
148) The classes are good.
151) I am extremely disappointed with the cafeteria not having a selection of food as they do on weekdays.
156) I think it's a great idea & wish there were more available.
157) Child care classes on weekends and I probably would attend.
158) More child care classes on weekends.
159) Start at 9 am.
163) Good class - glad it was offered.
166) I was upset to find out that classes were held during the Saturday snow period. No one wants to risk their life for 3 hrs. Also upset to hear they are taking away some of the credits from that weekend. Not to happy!
168) I believe the Early Trends classes should be geared more toward people who have had some experience with children instead of the "intro" to children that most of the classes were.
169) I enjoy it.
170) Like having the option of Sat. Classes.
171) Use smallest classrooms available.
172) More classes that transfer to UO would be nice. I have not taken more classes at weekend college because of self-support fees. If added on to my other credits, tuition gets too high - I pay my own way.
173) I think it's great! Makes it more accessible for people who want to learn & can't come any other time.
175) More classes. I would take a photography class, basketry.
177) Intramurals on weekends.
182) I think there should be a bigger variety of classes available on the weekend. I also think the bus (LTD) schedule should be changed to make it a little easier to get here on Saturday & in the evenings.
182) Please make it easier for adults with no desire to be a "real" student to singly take a class on the weekend. Ken Jeffries does a good job!
185) Volley Ball weekends at 9:00.
201) I think it's great! And needed.
202) I enjoy my acting class very much & appreciate the fact that I'm able to attend. Having it offered on Saturdays is very beneficial to me. Thank you.
204) I am really enjoying my class.
206) More acting and improvisation classes. May have to go elsewhere for those classes.
207) This is the only way I can complete my education. I love it! I do wish that the Theatre Dept. could expand a bit so that I could attend more than one class per term.

208) I'd like to see Chemistry, Anatomy, & Physiology offered weekends. I enjoy writing 121 with Paul Dresman very much! I'm learning a lot and feeling positive about my progress. I'm happy and encouraged to have weekend courses offered.
209) It has the classes I have been interested in. I'm not sure, for example, that WR 121 was offered last term or next term had I waited to take it. 6 week self improvement classes in learning might be nice on the weekend (1hr - 2hr).
214) MORE! - They're needed so people can also work - at least if they're economically disadvantaged like me.
216) I like the opportunity to be able to take a class which I was not able to take during the week due to scheduling problems.
217) I like it. It is nice for people who are working.
218) Biggest problem that I see are classes being too long and brain reaches a saturation level.
219) Don't make it a self support class for full time students.
224) Need more of a selection of classes to take.
242) Earlier in the morning classes and/or late evening classes made available.
245) Weekend college has freed up my week for appointments, Dr. visits, etc. Plus it saves me gas. I would like to see more diversified and later classes on weekends.
247) You need to coordinate better on the closures for inclement weather. When a two hour delay was announced I called KLCC for clarification, consequently I was two hours late for class. When it was announced classes were on 2-4-89, I left on the bus in time to be early for class and missed the phone call that class was cancelled.
251) I would not be able to continue my education if it weren't for weekend college. I work days and have wanted to get back in school for many years but can't quit my job and afford school.
252) Should be expanded to include science classes such as Elem Chemistry, Anatomy and Physiology I, Anatomy and Physiology II, Elem. Microbiology, and Nutrition, ie: prerequisite to Nursing Program.
253) Weekend College is great and there is a large demand for it. it is the best thing that LCC has to offer.
254) Have more courses available.
260) Please continue it!
262) L.C.C. is helpful. The staff has been absolutely great in every area. I like the Sat. morning classes. I substitute teach. It works great to have Sat class.
263) I guess I would just like to see those classes I need toward nursing to be offered on weekends. Its a wonderful idea and makes it possible to obtain credits which otherwise one would not be able to do.
264) I wouldn't be able to attend college courses if it weren't for weekend classes. I wish more classes were offered this way. Thank you!

267) Make 1st week of class through Sat so my refund on classes dropped on first Sat is 100%. I only got 70% for a class I dropped on the first Sat. of classes.
273) Would prefer weekday classes.
278) I think they are a good idea for people who work days during the week however I would have preferred this class be offered at another time so I could have had a choice. It messes up my days off (Sat/Sun) to have to attend a class.
279) It just happens to be convenient for me this term.

Misc. Comments: (Question number is in brackets after comment.)

(4) I have my MA in Elementary Education from U of O. [#8]
(9) Employer (LCC) does not want classes to interfere with my (work) hours at all. [#12]
(9) I have always taken shorthand on the weekend because that's the only time it is offered. I have also taken Business English. [#28]
(19) If I had children my answer would be a definite yes - child care should be made available to mothers-just as it is on campus. [#13]
(55) -also attend LBCC weekdays 15 credit hours. [#4]
(56) attending LBCC. [#4]
(61) 7 hrs. at LBCC (night). [#4]
(62) Cost is way to high especially when 2 are still in diapers. [#3]
(76) For me, winter term is not so busy on weekends as Fall or Spring. [#6a]
(78) Too expensive. [#13]
(94) Disabled on retraining program. [#23]
107) Depends on what is available. Prefer weekdays but must attend them on my lunch. [#6a]
116) Maybe, my husband usually watches, but sometimes he can't. So then I would use childcare at L.C.C. [#13]
116) Housewife that is self-employed. Have a home daycare = 20-30 hrs/wk and a small baby clothing manufacture business. [#23]
117) (I own the business where I work). [#12]
117) I tried but not enough people signed up for the class I wanted. [#28]
127) (I work regular 40 hour 8 - 5 schedule which discourages attendance.) [#12]
130) Whatever work allows. [#6a]
154) On workman's comp. Back injury. [#23]
154) I'm going to the downtown center to study for my GED and will take the test next month. [#25]
164) Don't have children, but if did yes I would. [#13]
164) Corvallis, Oregon (weekends). [#20]
168) Perhaps, I would need to know more about it. [#13]

174) I'm hearing impaired and don't need to talk on telephone because it has no phone. [#27]
175) Very important to have open first 2 weeks of term. [#14]
208) Certificate of Completions. [#9a]
225) Signed up for one-but it was cancelled due to lack of participation. [#28]
249) Hard question - Depends on the classes offered. [#6a]
253) Only if the cost was lowered for infants. $2.75 p/hr is ridiculous for a college student to pay. [#13]
263) I'm a U of O graduate. [#8]
263) I registered for one but had to drop it due to too many other obligations. I would like to see it offered again. Interpersonal communication. [#28]
271) Spfld! Please!! [#14 - would use LTD bus service]
277) Have BA U of O '71. [#8]

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